

PROGRAM EVALUATION REPORT

The contents of this report and the attached Excel documents are considered sworn testimony from the Agency Director.

John de la Howe School

Date of Submission: *March 31, 2017*

Agency Director

Name: Dr. Danny R. Webb

Date of Hire: 1/2/2008

Number of Years as Agency Head: 3

Number of Years at Agency: 9

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Agency Online Resources

Website address: www.delahowe.k12.sc.us

Online Quick Links:

Please provide any links to the agency website the agency would like listed in the report for the benefit of the public.

Social Media Addresses:

Agency Office Locations

Please list the physical address, mailing address, and phone number for each office location. You can continue onto the next page if additional space is needed.

John de la Howe School, 192 Gettys Road, McCormick, SC 29835 (864) 391-0414

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A. QUESTIONS

Please type the agency's responses to each question directly below the question. For the questions which ask the agency to complete an Excel chart, complete the chart and attach it to the end of this document when the agency submits the .pdf version.

Agency Snapshot

1. What are 3-4 items the agency considers as successes?

Return to agriculture

The agency has focused on returning to its agriculture roots since 2015. The greenhouse had fallen into a state of disrepair and sat unused. Repairs were made in a relatively inexpensive manner and agriculture instructor Frank Dorn soon had students planting, nurturing and selling bedding and vegetable plants to area residents in the spring and fall. Poinsettias were available during the holiday season. The cattle herd at JDLHS had become dysfunctional, so the belted "Oreo" cows were replaced with more marketable Angus cattle in an effort to make the herd more self-sustainable. Poultry and pork production were also introduced, providing two more outlets for getting students involved in agriculture. The school also placed emphasis on pecan production and a produce garden with a variety of vegetables, while continuing to harvest hay and timber.

Wilderness Program

The JDLHS Wilderness Program has proven to be a viable alternative for middle school age boys requiring more structure in their lives. In this therapeutic program, campers live in groups of eight in primitive campsites deep in the woods of the 1,200 acre JDLHS campus. A modified Campbell-Loughmiller approach, which featured daily group goal setting and problem resolution, is used. Campsites are equipped with permanent wooden shelters, with without electricity or hot water. Classrooms for academic work are about a 15-minute hike away. Life in the Wilderness Program is very disciplined. Students learn basic lessons in personal responsibility through daily life in small group settings. Tasks include cleaning their living area, assisting with cooking, cutting firewood, assisting with milling timber for Wilderness Program building projects and grooming the 10 horses in the equine program. Students exhibiting good behavior are rewarded with closely supervised hunting and fishing trips. On weekend trips home, students and their parents are given assignments to get the latter involved in the behavior modification of their children. A letter received in 2017 from a former student speaks to the results. "The Wilderness Program made me a survivor and a winner," he wrote. "It gave me the confidence to make good decisions and to 'go for it.' All the best parts of who I am as a man today, I can only attribute to the hard work, perseverance and wisdom of the chiefs at John de la Howe's Wilderness Program."

Volunteer Projects

Volunteers have been an important part of the agency's service to children for decades. However, volunteerism gained added emphasis starting in 2013. Men and women, many of them from nearby Savannah Lakes Village, shifted their attention to physical plant needs at JDLHS when the Habitat for Humanity program they had been involved in ran out of work. Most every Wednesday for nearly four years now, these construction volunteers have gathered on our campus to upgrade classroom space, refurbish a deck at the lodge in the Wilderness Program, winterize the primitive shelters used in that program, build a horse barn with stalls and equipped

with hot water for grooming, transform a dilapidated garage into a recreation center, build restrooms for a log cabin, construct a shed for woodworking projects, remodel the kitchen area in the Wilderness Program and upgrade bathroom facilities. All of this, and even more, was accomplished with donated materials, timber milled onsite and through donations to the John de la Howe School Foundation. This saved South Carolina taxpayers thousands upon thousands of dollars. Even more important, it gave many of our students the opportunity to work with and to be mentored by responsible adults, something severely lacking in many of their lives. The example these volunteers set for our students has been priceless.

2. **What are 3-4 items the agency considers as its current challenges or issues? These can include things the agency already has a plan to improve.**

Facilities

Many of the agency's facilities are in dire need of repair and upgrades after long periods of inattention due to a lack of funding. The most extreme example is the roof on the Administration Building, constructed in 1938. The roof has never been replaced and has been leaking badly in places for close to a decade. The building's spacious auditorium and a number of offices, especially on the second floor, can no longer be used due to the damages. A facilities needs assessment was conducted by Quackenbush Architects of Columbia in 2015, so some of the groundwork has been laid for this work to take place if and when the resources become available. Until that time, buildings continue to deteriorate and eventually must be taken out of use, posing challenges to services to our children. A water tower is required for fire protection. Some maintenance was completed in 2016, but more remains to bring the aging water tower up to code expectations of the S.C. Fire Marshall.

Enrollment

Due to the manner in which most students are referred to JDLHS, the population at the beginning of each school year is low. Referrals come as students run into problems in their home school districts and are often expelled, after which they seek our services. This makes for a very transient population of students who "come and go" on a frequent basis throughout the school year, dependent on the success in modifying their individual behaviors. The uncertainty of the school's future also makes it more challenging to attract new students in need of our services.

Expenses related to government regulations

Operating and maintaining services to our students 24 hours a day, 7 days a week in its self poses challenges in finances and manpower. Long gone are the days when up to 24 JDLHS students were housed in a single cottage under the supervision of one staff person on duty 24 hours a day. Today students require supervision in an 8-1 ratio in order to comply with DSS guidelines

3. **What are 3-4 emerging issues the agency anticipates having an impact on its operations in the upcoming five years?**

Mission of agency

The Legislature has debated the mission and future of the agency, issuing Provisos in the past two sessions related to John de la Howe School. A Senate Proviso passed in 2016 calls for repurposing the school. A House Ways & Means Proviso passed in 2017 calls for closing the school this summer and turning its future over to Clemson University. Most certainly, the outcome will greatly impact the operations and future of the future.

Wilderness Program

JDLHS' Wilderness Program has proven to be effective in making behavior changes in the middle school youngsters it has served through the years. The agency's Board of Trustees believe the program should continue. Regulatory issues related to the program came up in 2016 and the Wilderness Program temporarily had its license pulled. The agency believes it to be a viable alternative for youngsters requiring more structure in their lives.

Security

Families from across the state entrust the agency with the care of their children. An improved security system to protect their wellbeing is needed in light of the dangerous world in which we live. Fortunately we were able to add a resource officer in 2015, but challenges remain. Security gates are needed to better secure the campus, as is a video surveillance system. The alarm systems currently in use in the residential cottages are in dire need of upgrades to better ensure the safety of our students.

Information Technology

The agency's IT system is outdated and at the end of its life. Additional bandwidth is needed to keep the agency connected to the advanced technology now available on the Internet. Constant problems and downtime with the current system hinder the agency's ability to function properly.

Agency Legal Directives, Plan & Resources (Study Step 1)

4. Please provide the history of the agency by year, from its origin to the present, in a bulleted list. Include the names of each director with the year the director started, and major events (e.g. programs added, cut, departments/divisions changed, etc.).

Dr. John de la Howe left his native France and, like a number of other French Huguenots of that time, immigrated to North America. Arriving in Charleston, SC in 1764, he set up a medical practice and eventually began acquiring land in different sections of South Carolina, including acreage near the Long Cane area in the South Carolina backcountry. He moved to the New Bordeaux settlement at Long Cane and established a farm he named "Lethe." In 1797 he died at Lethe Farm and was interred in a tomb there according to the provisions of his will. In his will, he left his estate for the establishment of a farm school to educate, lodge, feed and clothe "twelve poor boys, and twelve poor girls." The school was finally established in 1832 and was commonly known as "Lethe" until the 1880s, at which time it took the name of its benefactor. School operations ceased in 1882 but reopened in 1895. In the interim, the land was managed by various farmers in the area. The school again closed from 1911-13.

The first recorded minutes of a JDLHS Board of Trustees minutes is dated Nov. 11, 1913. A review of these minutes from then until the present reveals much, according to "Still Caring, Still Dreaming," a history of John de la Howe School published in 1996 as the school approached its bicentennial celebration. *"First, God in his wisdom provided to this place succession of individuals who would weave their dreams through those of Dr. John de la Howe, resulting in the John de la Howe School, worthy of admiration, which exists today. These individuals, these dreamers, leap from the pages of the minutes through their years of dedicated service, leadership qualities, innovative practices and, above all, their compassion for children. They include trustees, superintendents, staff of every rank and, in more recent years, non-board member volunteers. The second revelation from the minutes is the certainty of the swinging pendulum: The money comes, the money goes. Institutions are valued in the child welfare arena, then they become "bad places" as compared to private foster homes, and then once again they offer perhaps the best hope for*

troubled children and their families. The state decides very few decades to reorganize its governmental structure, with government leaders never quite certain where John de la Howe fits or what it does. As evidenced by the de la Howe which exists today, after each swing of the pendulum, a stronger place emerged. A place where Dr. de la Howe's dream continues."

- January-February, 1918, SC General Assembly and Gov. R.I. Manning, at the request of Sen. J.M. Nickles of Abbeville County, appoint a board of trustees to take charge of the John de la Howe Industrial School. Board opts to retain the Rev. H.B. Blakely as Superintendent. The transfer to state control is in line with Dr. de la Howe's will: "And it is my will, that in the case the Agricultural Society of South Carolina should against my expectation decline or neglect, I beg the Honorable Legislature to be graciously pleased to keep the Institution under its fatherly protection."
- July, 1919, the Rev. J.B. Branch named Superintendent. Main campus of JDLHS moved from Lethe to its present location.
- 1926: New administrative building was constructed and named de la Howe Hall. This allowed school's capacity to grow from the original 24 to more than 100. JDLHS is included among the original grantees of what would become The Duke Endowment thanks to an appeal by the Rev. Branch.
- 1927: JDLHS expanded, new roads were built, water and sewer issues were resolved, forests were managed.
- 1931: The Rev. Branch died unexpectedly and E.F. Gettys followed him as Superintendent. Gettys would serve until 1966 and placed added emphasis on the primacy of the family as JDLHS served children from across the state. Vocational training was introduced, giving children a practical means of earning a livelihood.
- 1937: Fire destroyed de la Howe Hall. While tragic, this allowed Gettys the opportunity to make significant changes in the manner services would be delivered to children. In addition to a new administrative building, nine new cottages were constructed to offer a more family friendly environment.
- 1940s: Understanding the day of the traditional orphanage was fast fading, Gettys guided the school to serve "more unpromising, yet needy children." In a 1949 letter to the State Reorganization Commission, Gettys points out the state insists JDLHS is an educational institution, but also notes every community in the state has a school. "We are really a social institution," he writes, noting the majority of the children served are from broken homes and require temporary training and care. "The children manifest behavior patterns which local communities will not tolerate," he adds. "We look forward to the restoration of children to their home, but the institution has to afford 24-hour care and training so that the total family unit many have an opportunity to work out their problems and live together again." Gettys called services at JDLHS unique (we take children from homes that are sick and children who need care and training in an institution), adding JDLHS should not be placed under any other agency. Gettys said another role of the school is "to help parents be helpful and not hurtful." Contrary to popular belief, JDLHS never served as a traditional orphanage, instead focusing on children with behavior issues, some of whom happened to be orphaned.
- 1966: L.S. Brice, principal of the school since 1949, is named Superintendent.

- 1970s: Brice establishes relationship with SC Forestry Commission to help manage its timber resources. Three new cottages are built, plus an infirmary, cafeteria, educational facility including a new gym, shop and recreational area.
- 1971: JDLHS becomes one of the first two children's home in the state to integrate racially.
- 1979: To comply with the passage of federal law 94-142 in 1975 guaranteeing a free public education to children with disabilities, SC Gov. Richard Riley looks to JDLHS to address our state's children facing emotional and behavioral issues. Palmetto Cottage is designated to house these students on JDLHS campus.
- 1979: John Shiflet is named Superintendent. Ninth and tenth graders are returned to campus for schooling, while eleventh and twelfth graders remain at McCormick High. Use of volunteers, especially seniors, is expanded. The agency's "family-centered" approach to treatment is enhanced, leading to the creation of a center for family and program enrichment.
- 1986: Children with emotional and behavioral challenges formerly housed in Palmetto Cottage are moved to a new therapeutic Wilderness Program on campus. This is funded through a \$100,000 grant from the Duke Endowment along with SC Education Improvement Act funding.
- 1997: Bicentennial celebrated. Book detailing school's history is published.
- 1999: Rubert Austin is named Superintendent. The John de la Howe School Foundation is established to support JDLHS's mission of positively impacting the behavioral, educational, and social needs of children and their families.
- 2004: Board of Trustees adopts a code of ethics as a guide to effective and efficient service.
- 2005: Mark Williamson is named Superintendent.
- 2010: Thomas Mayer is named Superintendent.
- 2013: Volunteers associated with the local Habitat for Humanity program begin working at least one day each week on remodeling projects on the JDLHS campus. All resources for the projects are donated and projects are carried out with no state money involved.
- 2014: Dr. Danny Webb is named Superintendent. Board approves a new mission statement for JDLHS, namely to "Provide a safe haven for children to heal, grow and make lasting changes."

5. Please provide information about the body that governs the agency and to whom the agency head reports. Explain what the agency's enabling statute outlines about the agency's governing body (e.g. board, commission, etc.), including, but not limited to: total number of individuals in the body; whether the individuals are elected or appointed; who elects or appoints the individuals; the length of term for each individual; whether there are any limitations on the total number of terms an individual can serve; whether there are any limitations on the number of consecutive terms an individual can serve; and any other requirements or nuisances about the body which the agency believes is relevant to understanding how it and the agency operate. If the governing body operates differently than outlined in statute, please describe the differences.

JDLHS is governed by a nine-member Board of Trustees appointed by the Governor and confirmed by the Senate. Board members must be S.C. citizens and serve five year terms, remaining in their positions at the end of their terms until successors are appointed. In keeping with state statutes, the Board is to meet quarterly and at least once a year on campus,

establishing the school's general policies. Any Board member with three consecutive unexcused absences from regularly scheduled meetings are to be removed from the Board. The Board approves the budget for each fiscal year and annual request for appropriations. The Superintendent reports directly to the Board and is evaluated annually. The Board also approves the hiring, terms of employment, salary and dismissal for all senior management staff.

6. Please provide information about the agency's internal audit process including: whether the agency has internal auditors, a copy of the internal audit policy or charter, the date the agency first started performing audits, the names of individuals to whom internal auditors report, the general subject matters audited, name of person who makes the decision of when an internal audit is conducted, whether internal auditors conduct an agency-wide risk assessment routinely, whether internal auditors routinely evaluate the agency's performance measurement and improvement systems, the total number of audits performed in last five fiscal years; and the date of the most recent Peer Review of Self-Assessment by SC State Internal Auditors Association or other entity (if other entity, name of that entity).

The agency has staff members who perform dual duties to include performance of internal audit duties. The audit policy is contained in the John de la Howe's Procurement and Business Procedures and are in compliance with South Carolina state law 11-35-1230.

- Internal auditors report to Sylvester Coleman, Director of Finance/Business Operations
- Subject matters audited include: inventory (cafeteria (dry and frozen goods)/facilities (buildings and equipment/business operation practices and processes.
- Director of Finance makes audit decisions on finance and business operations. HR Director makes decisions on HR matters.
- Audits are conducted on the agency's improvement systems. According to the current records on file, three audits have been conducted during the last five fiscal years. The most recent Peer Review Self-Assessment by the SC State Internal Auditors Association or other entry was performed on April 18, 2016.

7. Please complete the **Laws Chart**, which is a tab in the attached Excel document.
8. Please complete the **Deliverables Chart**, which is a tab in the attached Excel document.
9. Please complete the **Organizational Units Chart**, which is a tab in the attached Excel document.
10. Please complete the **2015-16 Strategic Spending Chart**, which is a tab in the attached Excel document, to provide the Committee information on how the agency spent its funding in 2015-16
11. Please provide the following information regarding the amount of funds remaining at the end of each year that the agency had available to use the next year (i.e. in 2011-12, insert the amount of money left over at the end of the year that the agency was able to carry forward and use in 2012-13), for each of the last five years.

Year	Amount Remaining at end of year that agency could use the next year
2011-12	\$204,333
2012-13	\$382,002
2013-14	\$669,383

2014-15	\$630,673
2015-16	\$593,087

12. How much does the agency believe is necessary to have in carryforward each year? Why?

A minimum of \$100,000 is needed due to an aging electrical system which causes utility expenses to have large variances in monthly cost, an aging plumbing and sewer system, costs associated with bringing repairs and/or modification up to current building code in facilities, most of which are 70-80 years of age.

13. Please complete the 2016-17 Strategic Budgeting Chart, which is a tab in the attached Excel document, to provide the Committee information on how the agency plans to utilize the funds it is receiving in 2016-17, including any additional funds it plans on applying for during the year such as federal grants.

14. Please provide the following regarding the agency's information in the General Appropriations Act.

a. Does the agency have the ability to request a restructuring or realignment of its General Appropriations Act programs? (Y/N)

Yes

b. In what year did the agency last request a restructuring or realignment of its General Appropriations Act programs? (see example of what is meant by General Appropriations Act programs to the right)

2014

II. . Programs and Services

A. Water Quality Management

2. Water Management

c. What was requested and why?

A strategic plan to change the direction of the agency.

d. Was the request granted? (Y/N) If no, who denied the request and why was it denied?

Yes, initially, but the House Subcommittee required the agency to stop after one year into the new strategic plan.

e. Would an individual be able to clearly see how much the agency is spending toward each of the goals in its Strategic Plan by looking at the hierarchy of agency General Appropriation Act programs? (Y/N)

Yes

f. Could the agency make a request to the Executive Budget Office, Senate Finance Committee, and House Ways and Means Committee to realign or restructure its General Appropriations Act programs so that the agency's goals from its strategic plan were the highest level of its General Appropriations Act programs in the hierarchy? (Y/N)

Yes

Performance (Study Step 2)

15. Please complete the **Performance Measures Chart**, which is a tab in the attached Excel document.
16. After completing the Performance Measure Chart, please provide the following: Graphs/Charts which shows trends over the last five time periods for at least three performance measures (separate graph/chart for each performance measure) the agency believes are vital to knowing whether the agency is successful.
17. Please complete the **Strategic Plan Summary Chart**, which is a tab in the attached Excel document.

Agency Ideas/Recommendations (Study Step 3)

18. Please list any ideas the agency has for internal changes at the agency that may improve efficiency and outcomes. These can be ideas that are still just ideas, things the agency is analyzing the feasibility of implementing, or things the agency already has plans for implementing. For each, include the following details:
 - a. Stage of analysis;
 - b. Objectives and Associated Performance measures impacted and predicted impact;
 - c. Costs of the objectives that will be impacted and the anticipated impact;
 - d. On which objective(s) the agency plans to utilize additional available funds if the change saves costs, or obtain funds if the change requires additional funds, and how the objective(s) receiving or releasing the funds will be impacted; and
 - e. Anticipated implementation date.

Change agency's mission to a career and technology educational focus with overall emphasis on agricultural science.

- a. Board is currently working with S.C. Senate, with support from Clemson University, Piedmont Technical College, SC Department of Education and others to initiate an agricultural career program for our students.
 - b. Objective is allow our students to obtain a solid foundation in agribusiness, thus pointing them on a fruitful career path in South Carolina's leading industry (\$41.7 billion economic impact based on 2013 data and a significant driver of the state's economy). This would allow agency to better utilize its existing resources (farmland, forests, equipment, facilities) to be more efficient and self-sustaining and less reliant on state resources. This model would serve as feeder program to agricultural program at Piedmont Technical College and, ultimately, Clemson University.
 - c. Costs of objectives-in analysis stage by board and other partners.
 - d. Additional funding-carry forward funds provided by vacant positions in current budget.
 - e. Change to agricultural emphasis would be implemented in fall of 2017.
19. As the agency likely already has planned, please review the laws chart with executive management, as well as other employees, to determine ways agency operations may be less burdensome, or outcomes improved, from changes to any of the laws. Also, check if any of the laws are archaic or no longer match with current agency practices. Afterward, list any laws the agency would recommend the Committee further evaluate and possibly recommend revision or elimination of in the Committee's Oversight Report. For each one, include the information below. An example of the information to include and how to format the information is below and on the next page.
 - a. Law;
 - b. Summary of current statutory requirement and/or authority granted;

- c. Recommendation and Rationale for recommendation;
- d. Law wording;
- e. Other agencies that would be impacted by revising or eliminating the law.

No changes in existing laws suggested by agency.

B. ADDITIONAL DOCUMENTS TO SUBMIT

Please submit the following additional documents in electronic format, saving them as instructed in the guidelines.

20. Please submit electronic copies of the following:

- a. Audits performed on the agency by external entities, other than Legislative Audit Council, State Inspector General, or State Auditor's Office, during the last 5 years;
- b. Audits performed by internal auditors at the agency during the last 10 years;
- c. Other reports, reviews or publications of the agency, during the last 10 years, including Fact Sheets, Reports required by provisos, Reports required by the Federal Government, etc.; and
- d. Organizational chart for the current year and as many years back as the agency has available.

Note: The Oversight Committee will collect the following documents, so do not provide copies of these: (a) Audits performed by the State Inspector General; (b) Audits performed by the Legislative Audit Council; (c) Audits or AUPs performed by the State Auditor's Office during the last 5 years; and (d) Agency Accountability Reports.

21. Please submit a Word document that includes a glossary of terms, including, but not limited to, every acronym used by the agency.

GLOSSARY of TERMS:

DSS- South Carolina Department of Social Services
JDLHS – John de la Howe School

C. FEEDBACK (OPTIONAL)

After completing the Program Evaluation, please provide feedback to the Committee by answering the following questions:

22. What other questions may help the Committee and public understand how the agency operates, budgets, and performs?

Until recent years, JDLHS operated as a program (defined minimum program under the SC Department of Education). Agency was required to change its status from "program" to "school." But agency is a special school, not a traditional school district.

It is also helpful to understand JDLHS' mission is unique in our state. We serve children in grades 6-12, most of them experiencing behavior issues and expelled from their home school districts. The Department of Juvenile Justice serves youngsters facing charges, while Wil Lou Gray School only serves youth ages 16 and over.

Finally, it is important to note JDLHS ensures that South Carolina complies with federal law 94-142 passed by Congress in 1975. The Education for All Handicapped Children Act guarantees a

free public education to children with disabilities. SC Gov. Richard Riley looked to JDLHS to address our state's children facing emotional and behavioral issues.

23. What are the best ways for the Committee to be able to compare the specific results the agency obtained with the money it spent?
24. What changes to the report questions, format, etc. would the agency recommend?
25. What benefits does the agency see in the public having access to the information in the report?
Transparency; information about the mission of our agency.
26. What are two-three things the agency could do differently next time (or it could advise other agencies to do) to complete the report in less time and at a lower cost to the agency?
27. Please provide any other comments or suggestions the agency would like to provide.

THE FACTS ABOUT JOHN DE LA HOWE SCHOOL

- John de la Howe School (JDLHS) is a state agency and serves as a district. Our district accreditation is “All Clear.”
- JDLHS has an educational component, L.S. Brice School. For the last academic year, L.S. Brice accreditation is “Warned.”
- To date, the agency has not been notified of a final accreditation status.
- As an agency, JDLHS has worked closely with the S.C. Department of Education to clear all desk audit deficiencies.
- Test scores are up for 2015-16. In the first semester, the overall passing rate for end-of-course was 67%, a 15% increase from 52% the previous year.
- Enrollment Makes Gains – JDLHS served a total of 127 students (according to Education Oversight Committee report based on SUNS numbers) for the fiscal year 2015, compared to 113 in fiscal year 2014. This shows enrollment trending back upward following a year of transition under new leadership. Unlike traditional school districts, JDLHS numbers begin each school year low and increase as the school year progresses and students are expelled from their home districts.
- Cost per Student Down – With agency budget unchanged in this time frame, cost per student is down to \$42,571 a year (\$116.63 per day), well below the industry standards for congregate care. This is based on the last academic year.
- According to the State Inspector General Report issued in late 2013, the agency could have been budgeted an additional \$1 million to bring student population to capacity.
- For the past 3 years, JDLHS has maintained a level budget. Repeated requests for funding to hire additional residential counselors or direct care staff to serve more students has been denied.
- The agency has a total of 106 FTE slots, but only 83 are currently filled. This includes educational, residential, clinical, dietary, maintenance and administrative positions. The EOC report in January found 28% of FTE positions unoccupied.
- Current leadership has left positions like Director of Student/Family Services, Lead Clinical Therapist, HR Manager, a Clinical Therapist position, a Maintenance position and a Cafeteria position unfilled. Staffing levels are continuously evaluated to eliminate unnecessary positions.
- DSS regulations require JDLHS to maintain a 1-8 staff-to-student ratio in residential cottages. This means 24-hour supervision, 7 days a week, 365 days a year. Additionally, DSS regulations require 1 case manager per 16 students.
- Despite budgetary constraints, the agency continues to make strides in deferred maintenance on the JDLHS campus. (Cafeteria, horse barn, recreation building, emergency generator, greenhouse, etc.)
- Student tracking systems are in place and coordinated among clinical, residential and academic staff to monitor and promote progress on a daily basis.



2015-16 Improvement Highlights

March, 2016

Accomplishments and Improvements in 2015

- Enrollment Makes Gains – John de la Howe served a total of 127 students for the fiscal year 2015, compared to 113 in fiscal year 2014. This shows enrollment trending back upward following a year of transition under new leadership.
- Cost per Student Down – With agency budget unchanged in this time frame, cost per student is down to \$42,571 a year (\$116.63 per day), well below the industry standard.
- The school expects all-clear status once we receive our accreditation report from the S.C. Department of Education.
- Test scores are up for 2015-16. In the first semester, the overall passing rate for end-of-course was 67%, a 15% increase from 52% the previous year.
- Despite budgetary constraints, the agency continues to make strides in deferred maintenance on our campus. (Cafeteria, horse barn, recreation building, emergency generator, greenhouse, etc.)
- Student tracking systems in place and coordinated among clinical residential and academic staff to monitor and promote progress on a daily basis.
- Agency completed all reports requested from regulatory agencies and other governing bodies. This included total cooperation with provisions of Proviso 7.6.
- Agency has expressed its willingness to change our program to meet our mission of providing children a safe place to heal, grow and make lasting changes.
- Board of Trustees actively engaged in monitoring progress and policy decision-making, with ninth trustee awaiting Senate approval, giving us a full board.
- The agency continues to be embraced by the school's alumni, trustees, Foundation board and volunteers from the McCormick community.
- John de la Howe extends an open invitation to any state official to visit our campus and witness firsthand the progress being made on a daily basis.



Bulletin

October - 2013

Providing a safe haven for children to heal, grow and make lasting changes

Habitat lends hand on campus

Things are looking up on the campus of John de la Howe School thanks in part to the volunteer efforts of Habitat for Humanity of McCormick.

Each Wednesday morning, a number of Habitat volunteers along with their power saws, crowbars, hammers, power drills and other tools arrive at JDLH to spearhead remodeling efforts in areas that need attention.

To date, that has been at the Wilderness Program, where the Habitat crew has been busy replacing porch decks, overhangs, damaged siding and pouring concrete for a sidewalk connecting the classrooms to the program's administrative area.

Habitat had experienced a lull in constructing new homes in McCormick since no building lots were available. That's when Ehmke said a friend who volunteers at John de la Howe approached him about Habitat doing some work on the campus.

Since Habitat is a service organization, they were happy to explore the opportunity. "This is only about a five-mile drive from most of our homes, and we love the kids and the difference we are making," said Ehmke, a chemistry major in college who enjoyed construction so much that he made it a career, spending most of his working career as a building contractor in Bowling Green, Ohio.

When he first moved to Savannah Lakes Village a little over a dozen years back, he joined Habitat and to his memory helped with their first house. His volunteer efforts with the organization were interrupted for about a decade as he took a job with the South Carolina Parks Service building and

Continued on Page 3



Brandon (left) and Shamar display the blankets they picked out for the coming winter months. In September, a large selection of handmade blankets were donated to John de la Howe School through the Linus Project.

John de la Howe to benefit from College All-Star Bowl

When college all-star football players from across the state line up to compete against each other in Greenville next spring, children from John de la Howe School will score big.

John de la Howe has been selected as one of the two not-for-profit organizations to benefit from the 2nd Annual South Carolina College All-Star Bowl. The bowl, which will be played next March 1 at Furman University, will also benefit Meals on Wheels.

"We are pleased to help support John de la Howe with the worthy cause of caring for children across the state," said David Wyatt, a Greenville attorney who serves as the bowl's executive director. "They have been helping the children in this state longer than anyone else and have a proven track record of success. We look forward to helping promote the school and to their continued success with our future leaders."

Wyatt is also a member of the John de la Howe Foundation Board of Directors.

Now entering its second year, the bowl gives special focus to players entering the NFL draft, creating an opportunity for football players from across the country and state. Held after the NFL Combine in Indianapolis but before the NFL Draft, the game allows NFL evaluators the chance to track the progress of potential talent just prior to the draft.

Coaching the Low Country team will be legendary S.C. State football coach Willie Jeffries, who won a national championship in the 1970s. Danny Ford, who led Clemson to a national title in 1981, will coach the Upstate squad.



Devinney



McGee



Preston



Wesby

Four named to JDLH Board of Trustees

Four joined the John de la Howe Board in July. The new trustees are Barbara Devinney of McCormick, Ted McGee of Lexington, Felicia Preston of Columbia and Donna Wesby of Aiken.

Ms. Devinney has lived in McCormick seven years and is retired after a career in social services management in California. She holds the juris doctor degree from the University of California at Davis. She served as executive director of the Mental Health Association in Sacramento, grants administrator of a large legal aid agency in Los Angeles, grants manager of the Fresno County Economic Opportunity Commission and development director for Exceptional Parents Unlimited in Fresno.

She is the adoptive parent of a child with special emotional needs.

Ted McGee of Lexington entered the real estate business at Ted O. McGee Real Estate Company in 1962. He and his wife, Carole, have four sons and 11 grandchildren. He is active in Saxe Gotha Presbyterian Church, Christ Central Ministries and their missions across the state and serves as past president of the West Metro Rotary Club.

He is also a member and past president of the West Metro Rotary Club as well as a member of the Greater Lexington Chamber of Commerce. He serves on the boards of Christ Central Minis-

tries' Mission Division, Lexington Medical Center Foundation, Midlands Technical College Foundation, Babcock Center Foundation, Veteran's Retreat Center, Chris Myers' Children's Place and S.C. Christian Chamber of Commerce.

An attorney with Parker Poe Adams & Bernstein LLP in Columbia, Ms. Preston is part of that firm's Commercial & Construction Practice Group where she focuses on business litigation, property disputes and construction matters. The Seneca native previously served as a law clerk for the Honorable J. Michelle Childs, U.S. District Court Judge for South Carolina.

She has volunteered with Youth With A Mission in India and serves on the Board of Big Brothers Big Sisters of Greater Columbia. She earned her BA, cum laude, from Clemson University and the JD from the University of South Carolina Law School.

Mrs. Wesby is founder and host of weekly radio and TV broadcasts entitled "Education Matters with Donna Moore Wesby." Last spring she founded a non-profit corporation known as "Education Matters." She is founder of The Greatest Gift, an all-occasion gift business, and manages an employee store at Savannah River Site. An honor graduate of the University of South Carolina with a BA degree in broadcast journalism, Mrs. Wesby and her husband, Donald, are parents to three children.

Board of Trustees

Ms. Jan Duncan, Chairman.....Anderson

Ms. Rosalind Neal, Vice Chairman...McCormick

Ms. Felicia Preston, Secretary.....Columbia

Ms. Barbara Devinney.....McCormick

Mr. Ted McGee, Jr.....Lexington

Ms. Donna Wesby.....Aiken



Bulletin

John de la Howe School
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Web: www.delahowe.k12.sc.us

Editor: Dan Branyon

To respect the privacy of our children, the Bulletin publishes their photographs with permission, using first names only.

Habitat...

Continued from Page 1

repairing structures in the state park system.

"This is what I did for a living," he said as he took a break from taking measurements and planning his Habitat crew's next session at John de la Howe. "We have been working on decks, stoops, sidewalks, stairs and roofing since we started here about a month ago."

Habitat can handle most any residential construction chore that does not require a permit, according to Ehmke. He and his crew focus on structural needs, leaving special needs like electrical, plumbing and furnace installation to outside contractors or staff of the organization they are assisting.

Anywhere from 8 to 12 are assisting each week at John de la Howe, and each volunteer enjoys utilizing his respective building skills. All are retired, mostly from mid-level management jobs, and make their homes in Savannah Lakes

"Everybody gets along, and there is never a harsh word," Ehmke said. "The camaraderie is good and we like working together. There are lots of laughs and lots of enjoyment. It's a joy for me, and they like the fact that I am trying to teach each of them to do their (building) tasks better. I can't think of anything that's more enjoyable for me."

He pointed out remodeling projects like the work at John de la Howe are normally more challenging than the new construction that is the norm on most Habitat projects.

"This is an aberration," Ehmke said. "Habitat is mostly all new construction. Remodeling takes more skills because it's more difficult. Actually we need one or two more



Habitat's Jerry Ehmke (left) makes a cut for new decking at the JDLH Wilderness Program.

skilled carpenters here because I have to have time for planning and to think things through before the crew arrives."

He said the big plus to the project is spending time working and mentoring the students at John de la Howe.

"We all are thoroughly enjoying working with the kids," Ehmke said. "That was a major attraction. They need a little supervision but that's fine with us. We see some tough love here in the Wilderness Program, but we have been able to develop a level of trust with the kids. You can leave your tools out and they're not going to bother them."

"We find the kids are willing to help with anything and that they enjoy learning," he continued. "Recently we poured a concrete pad and they jumped all over that. We mixed our own concrete and they were right in there doing the work."

Ehmke said an uncle taught him most of his construction skills and that he is more than happy to do

what he can to pass on knowledge to any John de la Howe students who might be interested in the construction business.

"It would delight me," he noted. "I have always loved the trade and it's getting harder and harder to find skilled tradesman, so I am more than happy to do what I can to pass it on."

"Most of these kids are too young to realize what great things are happening to them here at de la Howe," Ehmke said. "From building to handling horses to handling guns to agriculture, they are being exposed to a wide spread of it. They will look back and reflect on it some day."

He and the rest of the Habitat volunteers are happy to help the school and students in accomplishing some of the tasks they would not have had the time or money to do on their own.

"They show us a lot of appreciation here," Ehmke added. "They've fed us---had a barbecue and they even bring us doughnuts. So it's very satisfying."

School receives \$11,0000 grant from Self Family Foundation

John de la Howe School has been awarded an \$11,000 grant by The Self Family Foundation in Greenwood.

The award, made by the Foundation's Next Generation Adjunct Board, came in response to an art proposal made by John de la Howe in June. The funds will go to "Branching Out—Art Through the Education Process," which includes "Digging Into the Past" and "Visual Arts and Vocational and Education Exploration" components.

Established in 1942, the Self Family Foundation has a long history of supporting education as a key to providing lifelong opportunities. The Foundation works closely with schools and other organizations that promote the intellectual and social development of young people, and partners with art and cultural organizations to increase awareness of and access to the arts.

Submitting the grant request on behalf of John de la Howe School were Sharon Jacobs, art instructor at John de la Howe's L.S. Brice School; Herman Thompson, the school's principal; and Heather McNally, program director of the McCormick Arts Council, which is headquartered at the Keturah in downtown McCormick.

"The Self Foundation Grant funds an afterschool enrichment program," Ms. Jacobs noted. "We are able to provide access to programs that these students would not necessarily have without the assistance of the Self Foundation."

"The focus this school year is Visual Arts, Archeology and Vocational Exploration," she said. "I am excited about the selections and grateful that we have the committed staff to conduct these activities."

"This grant will allow us to utilize the arts in assessing where our students are in their reading and writing skills, and then how to help them improve in these areas," Thompson said. "It will also allow us to expose John de la Howe students to arts and architecture close by as well as in other areas of the state. We greatly appreciate this show of support from The Self Family Foundation."

Ms. McNally said students and staff of John de la Howe deserve high accolades for their recent accomplishments, especially in the arts.

"We are looking forward to contributing and participating with this year's programming grant, 'Branching Out,' she said. "As a community stakeholder, we have had an amazing relationship develop between our organization and the students and staff of John de la Howe. These students have attended our community events, created amazing artwork exhibited throughout our community and have achieved greatness every time we have had contact."

"We believe the skills, experiences and opportunities provided by these programs will allow the students to have the confidence to succeed," Ms. McNally added.

New at John de la Howe

Herman Thompson	Principal
Lorie Tullis	Substitute Teacher
Lynette Bilal	Temp. Residential Counselor
Frank Price	Wilderness Counselor
Patricia Ferdinand	Residential Counselor
Viola Faust	Director of Business
Travis Bullard	Maintenance
Dr. Zebulon Young	Human Resources Manager
Caris Freeman	Administrative Specialist
Tomeko Tutt	Clinical Therapist
Ryan Rambo	Wilderness Counselor
Billie Claussen	Laundry and Supply
Dan Branyon	Director of Advancement & Development
Rose Yingst	Clinical Therapist
Tim Wines	Assistant Director of Wilderness Program
LaTonya Leverette	Intake Coordinator
Thomas Moore	Residential Counselor
Marcus Jennings	Residential Counselor
Willie Cannady	Residential Counselor
Rodriguis Brown	Residential Counselor
Daniel Wardlaw	Groupwork Supervisor
Jessica Smith	Wilderness Counselor
Cheryl Evans	Teacher
Janice Ingram	Senior Accountant/Fiscal Analyst

Edgefield Baptist Men perform repairs at Wilderness Program

A group from the Edgefield Baptist Men's Association recently spent a day at John de la Howe School rebuilding a set of steps and repairing a deck at the Wilderness Program dining hall.

This group of volunteers has also been responsible over the years for providing other opportunities for students in the program, including deer hunts, an annual wild game supper, a barn raising for the equestrian program and a fun day filled with unique activities.

On Nov. 9, the group will sponsor a shooting day at the National Wild Turkey Federation in Edgefield.

The John de la Howe Wilderness Program is grateful to all the men and women with the association for contributing to the success of our young people.

Alumni News

Attending our most recent JDLH Reunion last fall were:

Beverly Abdalla (50-52); Gary Allen (64-71); Pat Worley Allen (50-51); Raymond Leon Allen (63-73); Elise Ardis Harrington (42-44); Joseph Bagley (42-51); Dorothy Sparnell Bandy (49-60); Sybil Jordan Beattie (41-47); Carolyn Brice (59-79); Johnny P. Broadway (37-46); Pat Mungo Byrd (45-55); Cheri Garrett Cooper (69-74); Louise Lawrimore Culbreath (45-53); Bessie Allen Darby (64-75); Martha Elizabeth Darnell (35-50); Ronnie Davis (67-72); Calvin Dimery (78-82); Jim Dry (55-60); Billy Ferguson (51-57); Frances Haralson Freeland (41-46); Charles Funderburke (48-57); Tonya Worley Gantt (68-70); Martha Dunn Gilbert (60-70); John Glisson (49-57); Sandra Davis Hadley (67-73); Bernice Harrelson (42-53); Kathy Lee Harrington (70-76); Tammy Edmunds Hill (86-06); Bernice Leaphart Holloway (49-54); Polly Pulley Holloway (48-52); John Hope (46-52); Sharon Davis Hughes (67-75); Wendell Hughes (66-67); Patsy Dimery Hutchins (78-83); Geneva Oakley Hyman (45-51); Pearl Jordan Jones (41-47); Jane Ledford Kay (66-69); Roxanne McCoy Kingsland (76-80); Roger Laney (59-64); David Lawrimore (45-51); Ralph Lee (50-57); Richard Limehouse (36-47); Sonya Garrett Merry (69-78); Noah Miller (48-52); Debbie Coleman Moore (68-70); Joe C. Moore (62-68); John Henry Moore (60-61); Louis P. Moore (64-69); Owen McAlister (65-67); George A. McClain Jr. (44-until); Midgie McClain (46-65); Rebecca McConnell (68-98); Harold McConnell (68-98); Julianne McCoy (75-79); Rita Davis Neal (67-71); John Nolen (73-74); Joe Norris (67-69); John Walter Norwood (57-72); M. Medlin Norwood (57-72); Daniel L. Patrick (45-47); Pam Harris Raines (63-71); Linda Diane McLaurin Rhinehart (63-71); George Rogers (47-53); Carlton Scarborough (49-56); Donnie Scarborough (50-56); Gabriel Serbedzija (75); John Shiflet (69-99); Melody Spurlock (71-79); Gary Strickland (61-65); Donald Suddeth (68-75); Peggy Whitfield Suggs (65-70); Celia Lawrimore Sumner (45-53); Chris Gambrell (88-90); Faye Coleman Tarpley (58-64); Jennie Moore Thackeray (42-51); James Tompkins (41-47); Sandi Knight Satterfield (73-78); Felicia Strock Venters (45-54); Robert Vetter (66-71); Kathi Wall (74-77); Rufus J. Ware (36-44); Tony Warren (?); Cherry Worley Warren (58-64); Mark White (71-77); Marla White (75-77); Richard Wolfe (65-71); Horace Wood (56-57); Wayne Yates (63-70); Pete Young (66-95).



52nd JDLH Reunion & Homecoming - October, 2012

Alumi can stay in touch via group's website

Learn what's happening with other JDLH Alumi through that group's website. To request an invitation to join the site, email your name and years at the school to jodurst1954@yahoo.com. A password will be provided, and the site is free of charge.

Warren writes novel on Dr. John de la Howe

Alumnus Tony Warren reports his 350-page novel based on Dr. John de la Howe is in the editing stage, and he is searching for a publisher. He is not certain when it will be in book form but will keep fellow JDLH alumni posted.

Former staff member passes away at age 81

Former JDLH Youth Counselor Stella Stone Hare passed away June 23, 2013, according to Tommy McGrath, former principal at L.S. Brice School.

Mrs. Stone, age 81, passed away at Heritage Health Care of Toccoa, GA. She is survived by three sons and a number of grandchildren and great-grandchildren. Funeral services were held June 26 in Westminster.

Memorial service held for Mrs. L.S. Brice Sr.

Mrs. Margaret Brice passed away May 12, 2013. She was the widow of L.S. Brice Sr., school principal at John de la Howe from 1949 to 1966 and superintendent from 1967 to 1979. Memorial services were held at Willington Presbyterian Church, with a number of former staff, alumni and current staff in attendance.

In memory of our recently deceased:

Martha Dunn Gilbert
Dee Wallace Dunn
Leroy Chapman
Mary Alex Lomax Belcher
Tony Schumpert
Margaret Brice



Students gather for Farm/City Day



The John de la Howe campus hosted scores of third graders from regional public and private schools on Farm/City Day on Sept. 24.

Honeybees, horses, cattle, goats, chickens and forestry firefighting took center stage as youngsters from Greenwood Christian, Cambridge, Wardlaw and McCormick Schools gathered at the historic and beautiful John de la Howe Barn on Highway 81.

This marked the 18th year the program has been held, according to Tim Wines, assistant director of the JDLH Wilderness Program.

JDLH student Nick said he spent part of his day in the barn telling the third graders about the two horses on display. He also donned a Smokey the Bear outfit to caution them not to play with matches.

"I didn't speak but they got the message," Nick said. "The costume was really hot inside but I got over it. The kids loved it and jumped all over me. I will do it again because that was the best time I have had here."

Among those joining in the annual event was longtime L.S. Brice Agriculture Teacher John Folk, who is now retired.

Lots of smiles at annual fishing tourney!

Thirteen JDLH students joined volunteer captains and mates for a day of fishing in the 12th Annual Rufus Sawyer Memorial Fishing Tournament at Hawe Creek on a flawless fall day.

The event's namesake, the late Rufus Sawyer, was a former JDLH student who so loved to fish that he began a tournament for the school's children. Always special, it gives many students who have never had the chance to fish or even ride in a boat a very special day.

Many thanks to those made this tournament happen: David & Bonnie Annis, JDLH Alumni Association, Southeastern Paralyzed Veterans Association, Clark Hill Striper Club and Southern Anglers Challenge.



Andrew (left) and Broderickus (right) join Rick Quarles of Aiken, captain of their boat, in hoisting up the 30 lb. Striper they landed while fishing with live herring during the 12th Annual Rufus Sawyer Memorial Fishing Tournament held Sept. 28 on Lake Thurmond. It is certain to be a day several young men from JDLH will not soon forget!



JDLH students help with clean-up at Railroad Museum

Students from the Wilderness Program at John de la Howe School took part in a clean-up at the Greenwood Railroad Museum on Sept. 14.

The group donated their time to assist with this project, and they were busy pruning shrubbery and clearing flower beds around the site.

Afterwards the students were treated to lunch.



Josh Sandt, Jaime Pohlman and Mark Young.

Students take hunter ed training

Boys in the John de la Howe Wilderness Program recently participated in the S.C. Department of Natural Resources Hunter Education Program.

The course helped prepare students for the 2013 youth hunting season at de la Howe. Instructors for the course included Jaime Pohlman with the Clemson Extension in McCormick as well as Mark Young and Josh Sandt with the Savannah Lakes Rod and Gun Club. The latter serves as coordinator for youth hunts at the school.

John de la Howe expresses its thanks to these instructors for providing our students with this important and educational opportunity.

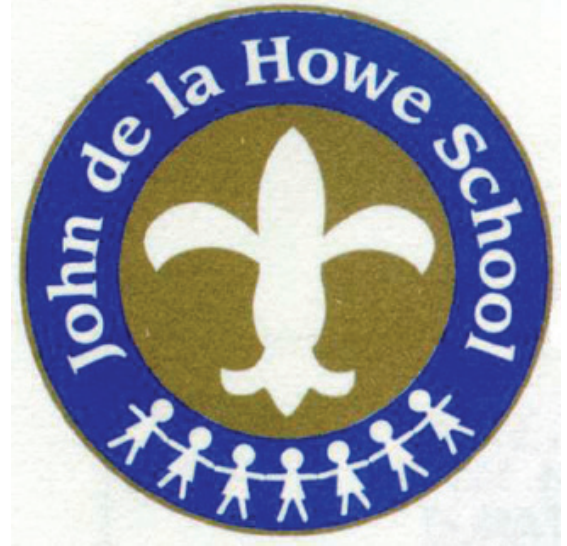


A team composed mostly of Abbeville golfers took first in the 18th annual John de la Howe Alumni Association Golf Tournament Aug. 24 at Savannah Lakes Village's Monticello Golf Course. From left are: JDLH President Thom Mayer, Craig Clark, Miriam Ferguson, Steve Sutherland, Walt Roark and Alumni Association President Ronnie Davis. The event drew 47 golfers and raised more than \$2,000 to assist with Alumni projects to assist the needs of children at John de la Howe School.



The Men's Club of Good Shepherd Catholic Church recently made a donation to the John de la Howe School Foundation. Club President Pat Ouellette said the organization raises funds through a golf tournament and pancake breakfast, and the club has elected to contribute to organizations that support children. Ouellette, Leland Strickdorn and the club's secretary, Ray Deshano, visited John de la Howe to make the presentation during the school's July Board of Trustees meeting. Here, Deshano (right) presents the check to Thomas Mayer, President of John de la Howe School.

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for
children
to heal,
grow and
make
lasting changes!*



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WILD HOGS are wreaking havoc in every county in South Carolina, and the scenic 1,200 acre campus of John de la Howe School is certainly not exempt from their destruction.

The hogs have hit the hayfield over by the school's horse pasture. They have damaged the lawns of more than one of the school's 12 residential cottages for children. The creatures have even rooted up the grass in a commons area in front of the school's administrative building, not to mention the lawn of the president's residence.

While rarely seen since they perform most of their destruction during the night, signs of the wild hogs began showing up a couple of years ago. However, the problem is getting worse. So much so that the school has applied for and received a permit to trap the wild hogs in hopes of getting things back to normal on the John de la Howe campus..

The wild hog problem at John de la Howe School represents a recent and dramatic increase in the abundance of the nasty looking critters, which pose a threat to natural, developed and agricultural landscapes.

Wild hogs have been reported all across the Palmetto State, according to officials with the South Carolina Department of Natural Resources. It is estimated the state is now home to at least



Wild hog trapper Mac McIntire (center) with Wilderness Program students following his presentation about the critters, which are posing problems on campus.

Hog Wild!

150,000 wild hogs, which account for approximately \$45 million in damages annually.

John de la Howe's Wilderness Program, which allows its participants to get close to nature in primitive surroundings, is using the school's wild hog problem as a teaching tool.

Wilderness Program students recently spent an hour-long session

learning about wild hogs from Mac McIntire, who lives a 15 minute drive away from the school.

McIntire said he has trapped about 280 wild hogs--many locally-- over the past two and a half years. According to him, there are plenty to be had.

He trapped 21 in June, 20 in July, 30 in August and 29 in September. Fourteen days into October he had trapped only 5, which he blamed on the fall acorn crop which satisfies the hogs' voracious appetites and keeps them out of the traps—at least temporarily.

Later in October, the students were scheduled to accompany the visiting trapper as they learned how and where to set the traps. Select Wilderness students were also chosen to take the proper safety measures and check the traps daily, according to Tim Wines, assistant director of the Wilderness Program.

Any wild hogs captured will be processed and either consumed on campus, given away or used for an upcoming church fundraiser to benefit the school.



Select Wilderness Program students will be setting the wild hog traps and then checking them daily.



Bulletin

Spring - 2014

Providing a safe haven for children to heal, grow and make lasting changes

Visiting artist helps students, faculty think outside the box

Fode Camara, an artist-in-residence approved by the South Carolina Arts Commission, spent a week helping John de la Howe students learn about djembe and doun-doun drums, along with similarities and differences between the cultures of the United States and Guinea, West Africa.

Made possible through the Arts Curricular Innovation Grant, Outside the Box, Camara's visit culminated with drum performances by the students at the end of the week. Almost 40 students were involved in the performances.

The visiting artist is a percussionist, folklorist, choreographer and educator who helps inspire teachers in providing cross-curricular lessons.

Camara's visit was a hands-on experience that assisted the school's faculty in thinking outside the box.

The Arts Curricular Innovation Grant is funded through the South Carolina Department of Education.



Fode M. Camara (right), a native of Guinea, spent several days on the John de la Howe School campus in late January conducting African dance and drumming workshops for students as part of the Arts Curricular Innovation Dance. Capping off his visit was a performance in the school's gymnasium that allowed students to demonstrate what they had learned and, best of all, to make some noise!



Wilderness Program students Henry (center) and Landon cut cedar boards on the school's sawmill under the supervision of Chief Tim Wines, Assistant Director of the Wilderness Program. The lumber was used in building and repairing bridges along trails near the Wilderness campsites in January.

Homecoming & Reunion scheduled for Oct. 11

Planning has begun for the 53rd Biennial Homecoming and Reunion of John de la Howe School to be held on Saturday, Oct. 11.

Scores of the school's alumni from across the state and beyond are expected to participate in the special day, which begins with registration beginning at 9 a.m. at the L.S. Brice School. A complete list of events planned for the day will be shared as soon as they are complete.

Members of the school's Alumni Association met in January and again in March to begin the planning process.

JDLH helped prepare alumnus to launch astronauts into space

Did you know an alumnus of the John de la Howe School was responsible for launching three of NASA's Mercury missions into space? Find out more on Page 8.

Alumni's spring golf tournament is May 3

The second annual Spring John de la Howe School Open Golf Tournament to benefit the school's children will be held May 3 at Hickory Knob Golf Course.

Sponsored by the school's alumni association, the tournament carries an entry fee \$50 per player or \$200 per team. Registration begins at 8 a.m. and the shotgun start is set for 9:30 a.m. The tournament will be a Captain's Choice format, with cash prizes awarded to the first and second place teams.

Prizes will also be given for the longest drive and closest to pin. Door prizes will also be given.

The entry fee includes greens fees, cart and meal at the Hickory Knob Clubhouse.

Golfers will be invited to take their best shot on the sixth hole, where a hole-in-one will pay off with \$5,000 in cash. A hole-in-one on the third hole carries a prize of a flat screen television, an ace on the 13th hole wins a set of Calloway irons and a hole-in-one on the 17th earns a lucky golfer two airline tickets to anywhere in the continental United States.

Forms are available for those who wish to pre-register. For additional information, contact Sharon Dorn at (864) 391-0414.



Two cottages were represented as John de la Howe School students spent a Saturday morning cleaning windows and sprucing up downtown McCormick just before the holiday. The school also donated the tree used as this year's community Christmas tree.

Pat Silva of Aiken named to school's Board of Trustees

Pat Silva of Aiken was confirmed by the S.C. Senate as John de la Howe School's newest trustee in February.

The Philadelphia native moved south to attend college, graduating from Erskine College in 1972. She earned the Master's degree from Clemson University and also

did graduate work at the University of South Carolina.

She has served as a special education teacher, school psychologist, lead school psychologist and special education director. Now retired, she works part-time as a school psychologist.

Board of Trustees

Ms. Barbara Devinney.....McCormick

Mr. Ted McGee, Jr.....Lexington

Ms. Felicia Preston.....Columbia

Ms. Pat Silva.....Aiken

Ms. Donna Wesby.....Aiken

Bulletin

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Editor: Dan Branyon





Students in the Wilderness Program at John de la Howe School recently worked to design and construct a new sign that now greets visitors to the program. Students were involved in selecting the wood used in the project, using a router to design the sign's content, and then coating it to last years into the future.

Students design, construct new sign for Wilderness

By: Chief Katie Hughes

While volunteers and supporters of the surrounding area have lent an unending amount of valuable time and effort to

help give the JDLHS Wilderness Program a much needed face lift, the Wilderness students themselves have been busy.

During service learning, the students have brainstormed, designed and constructed a new entrance that will greet visitors for years to come.

Students started from scratch discussing their ideas at the site of the entrance located at Chief's Way, the road to the Wilderness Program. From there, a supply list was made including measurements, tools and items needed to complete the job.

Students were involved in selecting the wood to use and cutting slabs at the saw mill. Once slabs were cut, creativity took center stage as students began to design the signs that would be mounted on the new fence.

"John de la Howe Wilderness Program" was written on three large slabs, while leaves and deer were drawn on others.

One student, Aaron, age 12, said, "The reason I chose the deer is because it represents outside and the wild."

After the drawings and lettering were perfected, students used a router to carve out each design. The project wasn't quite complete with routing, so a coat of sealer was added to the signs to make them stand out, look great and stand the test of time.

While the signs were being completed, the construction of a new fence was under way in order to have a place for the signs to be mounted. The finishing touches were the collection of cedar limbs that will be intertwined through the slats of the fence. This new sign represents the hard work, blood, sweat and tears involved everyday in the successful operation of the Wilderness Program at John de la Howe School.



Several students, including Nick (above) spoke about their John de la Howe experience to the scores of Lions and spouses attending the 66th annual Lions Christmas Banquet at John de la Howe School Dec. 12. Lions Clubs from Abbeville, Calhoun Falls, Due West and McCormick enjoyed a traditional and delicious Christmas meal prepared by the John de la Howe dietary staff. The Lions donated more than \$2,000 to assist children at the school during John de la Howe School's 217th holiday season.

Students reminded to 'buckle-up'

John de la Howe School students learned about the importance of "buckling up" during a presentation by the South Carolina Highway Patrol.

L/Cpl. T.C. Keller demonstrated what happens to persons and objects that are not restrained in a moving motor vehicle by utilizing the Highway Patrol's rollover crash simulator. Dozens of students were taught the important of always "buckling up."

Apple Butter Project

Effort, teamwork pay dividends in Wilderness Program

*By: Chief Sharon Howell
Wilderness Program Teacher*

At Christmas time, we noticed that a gift for our boys had been left at the log cabin door. It turned out that the John de la Howe Alumni Association had given us a bushel of apples to enjoy for the holidays. As the days went by, I noticed the apples sitting in the cooler, going untouched. One day I heard then say to me, "We are yours! Do something with us!" At that moment, I decided that I wanted to implement a project that would offer life skills to my students. Since I teach Science and Math I wanted to include those as well. For some reason, making apple butter came to mind. I had never tasted apple butter, nor did I think I would enjoy it, but I knew a lot of old timers that loved it!

As the project commenced, the excitement from my boys was infectious. I have cooked many times with them in the past, but it never gets old to watch the enjoyment they have in project-based learning assignments. Over the month of January, into the first week of February, we made four batches of apple butter that we tasted and tweaked along the way! We swiftly cored, peeled, and cut the apples, getting better and better with every attempt. I think we ate as much as we peeled, but you have to taste the product, right?

The first batch sold like hot cakes to our staff alone. I could

not believe it! We had only planned on making the one, but demand was high! That led us to further cooking and canning...and of course eating and just having fun in the kitchen. We currently have some jars for sale in a terrific salon in Augusta.

Now don't get me wrong, there was loads of work along the way. Our boys learned how to create tables on the computer in order to make and maintain individual accounts. Yes, they get to make real money!! They communicated with each other in order to decide percentages earned for each students, not all got 100 percent each time.

This taught them you can't slack off at work and still expect to earn the same wage or grade as others who give their all. They had to convert recipe

amounts by multiplying fractions and using other conversions. Each student also had to select an ingredient (i.e. sugar, cloves, allspice, cinnamon, etc.) and research its origin, use, and other facts, then orally present it to the class. They were absolutely fabulous!

I guess the biggest lesson that I enjoyed was watching my students market, sell, and express gratitude to everyone that supported this project. I hope to do it again. It was great fun for our little classroom in the woods, and I am so proud of the commitment and hard work our Wilderness Program boys showed throughout this venture!



Alumni News

A great way to hear about what is going on with de la Howe Alumni, is to log in on the MY Family.com" John de la Howe Alumni Web Site" and enjoy our feeling of family. Photos galore!!!

To request an invitation email your name and when you were at de la Howe. If you don't want to share it, the years are not mandatory. jodurst1954@yahoo.com

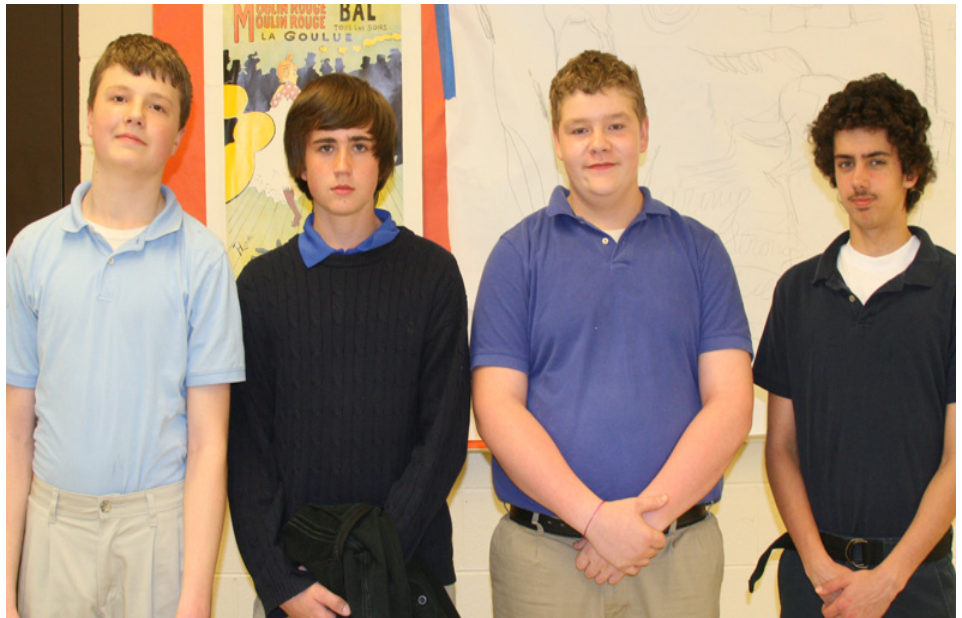
Join in on the conversations we are having on the MYFAMILY.COM John de la Howe Alumni Web Site. Some de la Howe alumni who have logged in on the alumni site include: Pamela Harris 63-71, Louis Moore 63-69, Lois Grooms Bryant 67-70, Tony Warren 59-62, Tommy Wilson 63-64, Russell Hancock 45-54, George Rogers 47-53, Roger Laney 58-64, Hugh Schumpert 50-s, Richard Wolfe 65-71, Peggy Copelan 66-68, Dennis Houlton 70-73, Caroline Brice 59-79, Pauline Stevenson Brumley 49-55, Alton & Esther White, Avery Lanier 64-74, Ethel Mathis Virga 44-52, Ernest Busbee 34-38, Conny Dempsey 63-67, Jeff Shufford 72-84, George McClain, Bradey Link 43+52, Gaines Hall 44-50, George Nelson 53-59, Johnny Ferguson 54-63, Robert Vetter 66-71 and Mildred Midgie McClain Forson 46-.

Also Mack Varnes 47-49, Joe Moore 62-68, Cherry Warren 58-64, Melody Spurlock 71-79, Edell Vann Davis 85-87, Marvin Lewis 64-45, Pearl Eileen Sims 35-40, Johnny Scott 59-60, Sandy McManus, Peggy Whitfield Suggs 67-71, Susan Hughey Motte 67-68, Shirley Hall Hicks 66-69, James Ackerman 1945, Shell Harwell, Debbie Coleman Moore 68-70, Larry McSwain 60-63, Mitzi Carol Townsend Sequoia 67-72, Wayne Yates 69-70, Hope Anderson 64-65, Rebecca Floyd, Andrea Edwards 02-03, Preston Lewis, Edna Mills 69-79, Rocky Davis 69-74, Stacy Payton Haddon 94-98, Jerry Flowers 66-67 and Mike Stewart 70-74.



Holiday fun

The annual holiday keepsake party hosted by the John de la Howe School Alumni Association was held Dec. 14 at The Barn. Even Saint Nick himself showed up for the afternoon of fun, which included gifts, facepainting, refreshments, crafts, games and singing. The students extend their special thanks to our alumni for sharing their holidays with us!



John de la Howe School students took honors in the McCormick Arts Council at the Kethurah (MACK) Arts Show in March. The winners were announced at a reception at the MACK in downtown McCormick. Among the winners were, from left: Cole, who captured first place; Ronnie, third place winner; Robert, who earned honorable mention; and Joe, third place. Not pictured is second place winner Courtney, a JDLH student who attends McCormick School. Sharon Jacobs is their art instructor at L.S. Brice School on the JDLH campus.

Erskine cagers mentor JDLH students

Members of the Erskine College basketball team were on the JDLH campus recently to help mentor young athletes. The JDLH team did the school proud in a scrimmage game played in the gymnasium of L.S. Brice School. Erskine coaches directed the JDLH squad while JDLH coaches directed the Erskine team. Dr. Zeb Young has formed an intramural league to help get students more active.



Here piggie, piggie!

Wilderness students trap 9 to help with school's wild hog problem

As last fall's supply of acorns began to disappear from the woods surrounding the John de la Howe School campus, the opportunity to trap some of the feral hogs destroying our landscape gradually began to increase.

Beginning in January, most of the 14 young men enrolled in the Wilderness Program of John de la Howe School began setting traps under the supervision of Mac McIntire, a local wild hog trapper, and chiefs who lead the program, which just expanded to two campsites.

Traps were set along the edges of a hayfield on Tomb Road and baited with corn. The traps were then maintained and checked daily within the guidelines established by the South Carolina Department of Natural Resources.

By early March, a total of nine wild hogs had been trapped by the Wilderness Program students. The largest to date weighed in at 150 pounds, and two others weighed in the

125 pound range, according to Chief Tim Wines, assistant director of the program.

As reported in the fall edition of The Bulletin, the wild hogs had been severely damaging the lawns of the school's residential cottages, the area in front of the administrative build

-ing and several other sites on campus.

Wilderness Program students are using the wild hog problem as a teaching tool, not only in trapping the beasts, but also in processing the wild pork they harvest.

Some of the captured pork

is being consumed on campus, while other is being given away. The students have also helped cook some of the pork for appreciation meals held for volunteers donating their time and talents to improve the Wilderness Program campsites and other facilities.



New principal arrives with a mission: helping students achieve their dreams

Jonathan Rose, formerly the assistant principal at North Charleston High School, has accepted the position of principal of John de la Howe's L.S. Brice School.

The Goose Creek resident has been an educator for 16 years, including eight years as a special education LD resource teacher and the past five as an assistant principal. He also has eight years of experience as a high school football coach, having been both head coach and assistant coach at schools in the Charleston area.

"I am very excited about the opportunity to help students at John de la Howe School achieve their dreams," Rose



Rose

said.

The new principal holds the B.S. degree in elementary education from Geneva College in Beaver Falls, PA, and the Master's degree in secondary school administration from Charleston Southern University. He holds the high school

principal certificate.

Since he joined North Charleston High, the school's state growth rating improved from At-Risk in 2009 to Excellent in 2012. The school's HSAP passage rate went from 40.5% in 2009 to 57.3% in 2012, and EOC scores climbed from 26.6% in 2012 to 42.1% in 2012.

Rose's hiring was approved at the March 13 meeting of the John de la Howe School Board of Trustees. The new principal is expected to begin his new duties on April 7.

He and his wife, Anna, along with their three children are expected to relocate to McCormick in the near future.



Dr. Tracie Prichard

Brice teacher receives Ph.D

Dr. Tracie Prichard, Special Education Director/Coordinator and Learning Specialist at L.S. Brice School, received her Ph.D in Educational Administration/Special Education Administration from the University of South Carolina Dec. 16.

A member of the L.S. Brice faculty for three years, Dr. Prichard is a 28-year veteran of education, serving as a special education director/coordinator, learning specialist, academic dean, supervisor of instruction, educational consultant and English/special education teacher.

She has conducted research focused on students with learning disabilities and emotional disturbances as well as on communication and democracy in school leadership. She continues to conduct research and submit papers and books for publication. Dr. Prichard's current research is on residential schools, focusing on discovering the best leadership practices in schools that serve students at risk for academic failure.

She earned the B.S. degree in English/Secondary Education and her Masters in Special Education/Learning Disabilities at Tennessee Technological University. She enjoys reading, exercise and riding horses.



The Men in Mission of Lutheran Church by the Lake in McCormick presented a \$1,500 check to help fund the purchase of materials to be used in ongoing repair work at John de la Howe School's Wilderness Program performed by volunteers with Habitat for Humanity of McCormick. Pictured is Chuck Gresham (center, right) presenting the check to Tim Wines (center, left), assistant director of the school's Wilderness Program. Looking on are students and staff of the Wilderness Program along with Habitat volunteers, who work each Wednesday in the Wilderness area. "Our sincere thanks to the Lutheran Church, Habitat volunteers and local community for their continued support of the students and families we serve through John de la Howe School," Wines said. Since last summer, Habitat volunteers have been replacing decking, steps, overhangs and siding, as well as helping with other much needed repairs in the Wilderness Program, which recently opened a second campsite due to increased enrollment.

Alumnus who 'pushed the button' on early space flights leaves legacy

Dr. Calvin Fowler, a student at John de la Howe School from 1938 until 1946, went on to be a launch conductor for some of NASA's Mercury missions, successfully putting astronauts Scott Carpenter, Wally Schirra and Gordon Cooper into space.

Without question one of the school's most distinguished alumnus, Dr. Fowler passed away unexpectedly last summer in Cocoa Beach, FL. The retired 84-year-old engineer had visited the JDLH campus last April, speaking to students in the L.S. Brice School about how his early life here had prepared him for an eventful life that would earn him recognition as a pioneer in the space program.

It was the deaths of his parents that brought the former Abbeville resident to John de la Howe in 1938. He was only 9 years of age and spent his initial year working in the school's dairy operations.

Dr. Fowler said the fifth grade at John de la Howe proved to be a pivotal time in his young life. Failing the fifth grade on his first attempt, he vowed to get serious about his studies and never looked back, graduating high school along with one other boy and five girls in 1946.

There was no money for college, but he joined the U.S. Navy with hopes he could be eligible for the G.I. Bill and eventually further his education. While in the Navy he was selected to attend a one-year Electronic Technician School at Great Lakes Naval Training Center. Soon he was selected to be an instructor at the school.

He served in the Korean War and eventually realized his dream of attending college, graduating from the University of Wisconsin. He landed employment with San Diego-based Convair in the Atlas Weapon System program.

Advancing in the ranks, Dr. Fowler was transferred to Cape Canaveral where he became missile engineer supervisor. His duties included pre-launch testing and launching of the first Atlas missiles.

By age 34, he had been selected to serve as launch conductor for NASA's Mercury space missions, the initial manned launches of the United States' space program. On May 24, 1962, the John de la Howe alumnus launched astronaut Scott Carpenter into space aboard Mercury Atlas 7. Later he would also launch astronauts Wally Schirra and Gordon Cooper.



Dr. Calvin Fowler, who spent 1938-46 at John de la Howe School, at the Mercury Launch Conductor's console in Block House 14 at Cape Canaveral. Certainly one of the school's most distinguished alumnus, he recently passed away at age 84.

Dr. Fowler accompanied astronaut Cooper to a ceremony at the plant that manufactured his rocket. When the program got dull, Cooper picked up a marker and wrote "launch this way," placing an arrow pointing forward on the rocket.

Dr. Fowler responded by writing, "OK, C. Fowler, TC (test conductor). The media got a photograph of their antics and the picture was published in newspapers across the country.

He went on to earn Masters and Doctorate degrees, and also worked with General Electric at the design and manufacturing facility of the Apollo Launch Control Systems Complex. He was involved in the launch of Apollo 11 which placed men on the moon in 1969.

In 1970, Dr. Fowler became senior program manager for GE's Apollo launch support services at Kennedy Space Center. Four years later he became program manager at GE's Valley Forge Space Center. It was there that he was in charge of designing, manufacturing and installing the country's first solar heating systems at a public school located in Boston. The system was the focus of national media attention.

Later in his career, Dr. Fowler would return to Kennedy Space Center to work in the space shuttle program. He was also a member of the team that designed and built the Space Lab Cost Projection System for NASA.

He would go on to become an educator, serving as Academic Dean of the Space Coast Region and Faculty Coordinator at Webster University's Merritt Island campuses, as well as an adjunct professor. He also earned his commercial pilot's license and took pleasure in flying his own Cherokee Arrow.

Dr. Fowler was a founding member of the U.S. Space Walk of Fame, which honors and recognizes America's space programs and workers. That organization's foundation agrees with astronaut Alan Shepard, who in 1996 said, "We need to remember the people who made it possible; so little is said of them."

Surviving Dr. Fowler are his wife, Bea Davis Fowler; a daughter, Yvonne Stifel; a son, Dennis Fowler; a brother, James Fowler; and three grandchildren. Memorials may be made to the U.S. Space Walk of Fame, 4 Main St., Titusville, FL 32796.

A place for children to heal, grow and make lasting changes!



Help us help our children
with a gift to the
John de la Howe School
Foundation

Mail your donation to:
John de la Howe School Foundation
192 Gettys Road
McCormick, SC 29835

*All donations are tax deductible.
Make checks payable to: John de la Howe School Foundation*

A night at the opera

Hessie Morrah group experiences 'Carmen'

Seven young ladies from the Hessie Morrah Cottage were treated to a day in Columbia and an evening at the Palmetto Opera on March 1.

An international cast and full orchestra representing the Teatro Lirico D'Europa presented a classic performance of "Carmen" at the Koger Center for the Arts.

The day was made possible through a fundraiser hosted by Temple Ligon, a Columbia resident and chairman of the John de la Howe School Foundation. His "Adam" party enlisted donors to sponsor the night at the opera for John de la Howe students.

"First came Adam, so we had our Adam event on Dec. 30, the day prior to New Year's Eve," he said. "Our donors were most gracious in stepping forward to help expose our students to a special cultural event like the opera."

In addition to the four-act performance of "Carmen," the students enjoyed a delicious lunch at a Gourmet Shops Restaurant in the Five Points section of Columbia. From there they journeyed to Main Street and the 25-story BB&T Bank Building just across the street from the State House. From the



From left are: Hannah, Rebekah, Keela, Raven and Courtney. Noi pictured are the other two Hessie Morrah Cottage residents who made the March 1 trip to the opera in Columbia.

top story they got a scenic view of the Columbia skyline.

Next it was on to a local supermarket where their host presented the students a shopping list. Whether it was lemons, steak, lobster, clams, pasta or sorbet, each girl was assigned the responsibility of finding the item assigned her and getting it to the shopping cart at the checkout.

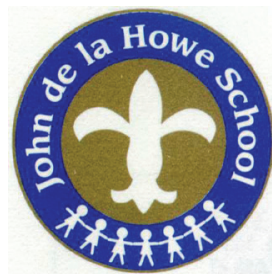
Under the supervision of Ligon and their residential counselor, Tina Johnson, the young ladies assisted in preparing a scrumptious dinner in their host's kitchen.

Following dinner it was on to Koger Center for "Carmen," a well-known production led by a talented cast that kept the John de la Howe students and hundreds of other opera patrons

entertained for three hours.

The young ladies were very appreciative of Mr. Ligon and the long list of donors who made their day so very special.

Additional funds raised by the "Adam" event will allow a ground of young men from John de la Howe to enjoy a weekend outing in Columbia to be hosted in April by our Foundation chair.



Providing a safe haven for children to heal, grow and make lasting changes.

Laws

(Study Step 1: Agency Legal Directives, Plan and Resources)

Agency Responding	John de la Howe School
Date of Submission	31-Mar-17

Note: Delete any rows not needed; Add any additional rows needed

Item #	Law Number	Jurisdiction	Type of Law	Statutory Requirement and/or Authority Granted	Does this law specify who the agency must serve? (Y/N)	Does this law specify a deliverable the agency must or may provide? (Y/N)
1	7.6	State	Proviso	John de la Howe Board to work with advisory group to develop recommendation for an educational, vocation and life skills training program for older youth	Yes	Yes
2	59-49-10	State	Statute	John de la Howe School established in accordance with purposes of JDLH will	Yes	Yes
3	59-49-20	State	Statute	School to be governed by board appointed by Governor	No	No
4	59-49-30	State	Statute	Trustees required to attend at least one meeting a year	No	No
5	59-49-40	State	Statute	Board to meet at least quarterly and at least once a year at school	No	No
6	59-49-60	State	Statute	Trustees to receive per diem and mileage as provided by state law	Yes	Yes
7	59-49-70	State	Statute	School declared a body corporate and powers defined	No	No
8	59-49-80	State	Statute	Board shall elect Superintendent to lead agency	No	No
9	59-49-90	State	Statute	Board, Superintendent subject to oath; Superintendent to execute bond	No	No
10	59-49-100	State	Statute	Purpose of John de la Howe School to carry out wishes of will of Dr. de la Howe	Yes	Yes
11	59-49-110	State	Statute	Trustees empowered to improve school's forestry and farm practices	No	Yes
12	59-49-120	State	Statute	Estate of Dr. de la Howe appropriated for support of school	Yes	Yes
13	59-49-130	State	Statute	School may used all money received through Clark's Hill Project	No	Yes
14	59-49-140	State	Statute	Trustees set rules, regulations for governance of school	No	No
15	59-49-150	State	Statute	Families of students who can pay for their care in full or part	No	No
16	94-142	Federal	Statute	All children with disabilities guaranteed free public education	Yes	Yes

(Study Step 1: Agency Legal Directives, Plan and Resources)

Note: Delete any rows not needed; Add any additional rows needed

[illegible]

Deliverables

(Study Step 1: Agency Legal Directives, Plan and Resources)

[illegible]

Deliverables

(Study Step 1: Agency Legal Directives, Plan and Resources)

[illegible]

(Study Step 1: Agency Legal Directives, Plan and Resources)

Did the agency have an exit interview and/or survey, evaluation, etc. when employees left the agency in 2013-14; 2014-15; or 2015-16? (Y/N)	Yes
---	-----

Note: Delete any rows not needed; Add any additional rows needed

[illegible]

Organizational Units

(Study Step 1: Agency Legal Directives, Plan and Resources)

[illegible]

Strategic Spending (2015-16)
(Study Step 1: Agency Legal Directives, Plan and Resources)

Agency Responding	John de la Howe School
Date of Submission	

Note: The details are requested to avoid agencies "arbitrarily" assigning numbers.

Line #

1	Does the agency have any money that is not tracked through SCEIS? (Y/N) (If yes, please outline further by responding to Line 15 under Part B1)	No
---	---	----

PART A1 - Cash Balances and Revenue Generated

--> The amounts below relate to the agency's cash.

--> The Committee understands the (a) agency is only permitted to spend amounts appropriated or authorized, which is addressed in Part A2; and (b) agency may have more cash than it is permitted to spend.

Line #

Funding Source	Total			
2 Funding Source (if funding sources are combined, do not combine recurring with one-time)	n/a	n/a		
3 2014-15 Total revenue generated	\$563,079	n/a		
4 2015-16 Total revenue generated	\$742,782	n/a		
5 Fund # and Description (Expendable Level - 8 digit) (full set of financials available for each through SCEIS)	n/a	n/a		

Cash Balances	Total			
6 Fund # and Description (Expendable Level - 8 digit) (full set of financials available for each through SCEIS)	n/a	n/a		
7 Cash balance as of June 30, 2015 (end of FY 2014-15)	\$1,688,037	n/a		
8 Cash balance as of June 30, 2016 (end of FY 2015-16)	\$1,158,191	n/a		

PART A2 - Funds Appropriated and Authorized for 2015-16 (i.e. Allowed to spend)

--> The Committee understands the agency may be appropriated or authorized to spend additional money during the year.

Line #

Funding Source				
9 Funding Source	n/a	n/a	0	0
10 Recurring or one-time?	n/a	n/a		

Appropriation and Authorization Details

	Totals - Start of year	Totals - End of year	End of Year	End of Year
11 Amounts appropriated, and amounts authorized, to the agency for 2014-15 that were not spent AND the agency can spend in 2015-16	\$944,082			
12 Amounts appropriated, and amounts authorized, to the agency for 2015-16	\$7,080,709			
13 Total Appropriated and Authorized (i.e. allowed to spend)	\$7,387,503		\$0	\$0

Strategic Spending (2015-16)
(Study Step 1: Agency Legal Directives, Plan and Resources)

PART B1 - Utilization of Funds in 2015-16

--> The Committee understands amount the agency budgeted and spent per objective are estimates from the agency. The information is acceptable as long as the agency has a logical basis, which the Committee may ask the agency to explain, as to how it reached the numbers it provided.

Line #	Funding Source	Totals			
14	Funding Source	n/a	n/a	0	0
15	Database(s) through which expenditures are tracked (See instructions for further details)	n/a	n/a		
16	Recurring or one-time?	n/a	n/a	0	0
17	External restrictions (from state or federal government, grant issuer, etc.), if any, on how the agency can use the money from each funding source	n/a	n/a		
18	State Funded Program # and Description	n/a	n/a		

19	Current Objectives	Totals Planned to Utilize - Start of year	Totals Utilized - End of year	End of Year	End of Year
	Objective 1.1.1: Increase the average number of residential campus participants to 96 by June 2016	\$157,861			
	Objective 1.1.2: Increase the number of residential beds that meet health and safety standards and licensing regulations to serve 96 youth by December of 2015	\$148,610			
	Objective 1.1.3: Serve at least 96 residential youth over the fiscal year by June of 2016	\$148,610			
	Objective 1.2.1: Increase the number of campsites from 2 to 3 by March of 2016	\$148,610			
	Objective 1.2.2: Increase the number of youth served in Wilderness Program from 14 to 20 by March of 2016	\$148,610			
	Objective 1.3.1: Increase the percent of teachers determined to be highly effective by classroom observations to 60% by end of school year	\$85,292			
	Objective 1.3.2: Continue to maintain 100% on teachers completing ADEPT Performance Standard Training	\$85,292			
	Objective 1.3.3: Offer professional development plans going forward to 100% of teachers not completing or attaining successful ADEPT rating	\$85,292			
	Objective 1.4.1: Increase to 100% the number of therapeutic staff who will have accurate position descriptions and employee performance management systems planning and evaluation objectives aligned to the agency's mission by May 2016	\$327,840			
	Objective 2.1.1: Reduce time to complete work orders by 25% by June, 2016	\$99,630			
	Objective 2.1.2: Reduce time to process requisitions to pay vendors by 20% by June, 2016	\$99,630			
	Objective 2.1.3: Continue to secure and back up agency data as completed in 2015 project	\$99,630			
	Objective 2.2.1: Continue to inventory IT assets as completed in past year and inventory 50% of agency property not currently recorded	\$99,630			
	Objective 2.2.2: Establish and maintain deferred maintenance schedule by February, 2016	\$99,630			
	Objective 2.2.3: Institute performance management system to show results in relation to costs by March, 2016	\$99,630			
	Objective 2.2.4: Campus wide facility assessment performed in 2015 and will be maintained going forward	\$99,630			
	Objective 2.2.5: Complete roofing and plumbing replacement in cafeteria by February, 2016	\$99,630			
	Objective 2.2.6: Evaluate staffing for cost effective deployment of mandated ratios for youth supervision, ongoing monthly	\$183,109			
	Objective 2.3.1: Increase percentage of support staff with accurate position descriptions, employee performance management system planing and evaluation objectives aligned to agency's mission by 5% by May, 2016	\$183,109			
	Objective 2.3.2: Assure 100% of new hires participate in agency and job specific orientation with first two weeks of employment	\$174,026			

Strategic Spending (2015-16)
(Study Step 1: Agency Legal Directives, Plan and Resources)

Objective 3.1.1: Improve SCDE Accreditation status (district now all-clear and LS Brice School on target to reduce all deficiencies by June, 2016	\$85,061			
Objective 3.1.2: Reduce to zero the deficiencies indicated in most recent accreditation classification by June 2016	\$85,061			
Objective 3.2.1: Attain at least a 50% satisfaction rating by students, parents and staff with the learning environment, to be reported on school report card survey at end of 2015-16 school year	\$85,061			
Objective 3.2.2: Provide campus orientation to 100% of new residential enrollees within first week of arrival	\$330,792			
Objective 3.2.3: Provide 100% of youth with active treatment teams throughout year	\$156,766			
Objective 3.2.4: Increase to 100% number of youth with positive reinforcements and feedback documented in BestNotes by June, 2016	\$232,807			
Objective 3.2.5: Attain percentage of parents reporting they are satisfied with improvements in their child's behavior to 85% by June, 2016	\$183,046			
Objective 3.2.6: Continue to conduct two morale building activities for staff by August, 2016	\$348,617			
Objective 3.2.7: Administer at least three climate surveys annually for staff, parents, and students by June, 2016	\$9,020			
Objective 3.3.1: Expand number of civic, faith-based and governmental groups that know and support the JDLHS mission with outreach presentations to 4 new groups by June, 2016	\$9,020			
Objective 3.3.2: Provide board and staff liaison with JDLHS Foundation and Alumni to keep them informed through at least 10 meetings and 4 events by June, 2016	\$9,020			
Objective 3.3.3: Continue to update and enhance new JDLHS website ongoing through June, 2016	\$83,699			
Objective 4.1.1: Increase percentage of students passing ACT Aspire Math exams to 46% by June, 2016	\$83,699			
Objective 4.1.2: Increase percentage of students passing SC EOC Algebra I exam to 56% by June, 2016	\$83,699			
Objective 4.1.3: Increase percentage of students showing growth via STAR Math Assessment results to 60% by June, 2016	\$83,699			
Objective 4.2.1: Increase percentage of students passing the ACT Aspire exams to 43% by June, 2016	\$83,699			
Objective 4.2.2: Increase percentage of students passing SC EOC exam for English I to 54% by June, 2016	\$83,699			
Objective 4.2.3: Increase percentage of students showing growth via STAR Reading Assessment results to 60% by June, 2016	\$83,699			
Objective 4.3.1: 80% of youth attending JDLHS will be promoted or be on course to being promoted to the next academic grade or school level by June, 2016	\$83,699			
Objective 4.3.2: 100% of exited youth continuing to reside in SC will be enrolled in middle school, high school or college as of June, 2016	\$83,699			
Objective 5.1.1: Percentage of exiting students achieving successful discharge with 3 or higher (on 5 point) success criterion scale for their individual care plans will increase to 90% by June, 2016	\$157,460			
Objective 5.1.2: Provide 100% of youth with therapeutic services as specified in their individual care plan ongoing	\$157,460			
Objective 5.1.3: Ensure 100% of youth receive clinical therapy sessions according to their individual care plan, an average of three by June, 2016	\$157,460			
Objective 5.1.4: Increase percent of recreational activities that advance student progression their individual care plans to 85% by June, 2016	\$157,460			
Objective 5.1.5: Increase percent of JDLHS exited youth who demonstrate improved behavior 12 months after leaving to 85% by June, 2016	\$157,460			
Objective 5.2.1: Increase percentage of students in grades 6-10 acquiring marketable skills to 60% by June, 2016	\$81,002			
Total utilized on Agency Objectives in 2015-16	\$5,829,165	\$0		

Strategic Spending (2015-16)
(Study Step 1: Agency Legal Directives, Plan and Resources)

20	Unrelated Purpose (pass through or other purpose unrelated to agency's strategic plan)	Totals Planned to Utilize - Start of year	Totals Utilized - End of year	End of Year	End of Year
	<i>Unrelated Purpose #1 - insert description:</i>				
	<i>Unrelated Purpose #2 - insert description:</i>				
	<i>Insert any additional unrelated purposes</i>				
	Total utilized on purposes unrelated to Agency Objectives in 2015-16				

PART B2 - Appropriations and authorizations remaining at the end of 2015-16

Line #	Totals	Start of Year	End of Year		
	Funding Source	n/a	n/a	0	0
21	Appropriated and authorized	\$7,387,503	\$0	\$0	\$0
22	(minus) Utilized on Agency Objectives in 2015-16	\$0	\$0		
23	(minus) Utilized on purposes unrelated to Agency Objectives in 2015-16				
24	Amount of appropriations and authorizations remaining	\$0	\$0		
25	Amount remaining as % of total appropriations and authorizations	0.00%	#DIV/0!	#DIV/0!	#DIV/0!

26	Explanation for Amount Remaining:
	Implement the deferred maintenance on buildings and address agency needs.

Strategic Budgeting (2016-17)
(Study Step 1: Agency Legal Directives, Plan and Resources)

Agency Responding	John de la Howe School
Date of Submission	

Note: The details are requested to avoid agencies "arbitrarily" assigning numbers.

Line #

1	Does the agency have any money that is not tracked through SCEIS? (Y/N) (If yes, please outline further by responding to Line 15 under Part B1)	No
---	---	----

PART A1 - Cash Balances and Revenue Generated

--> The amounts below relate to the agency's cash.

--> The Committee understands the (a) agency is only permitted to spend amounts appropriated or authorized, which is addressed in Part A2; and (b) agency may have more cash than it is permitted to spend.

Line #

	Funding Source	Total			
2	Funding Source (if funding sources are combined, do not combine recurring with one-time)	n/a	n/a		
3	2015-16 Total revenue generated	\$563,079	n/a		
4	2016-17 Total estimated revenue	\$49,500	n/a		
5	Fund # and Description (Expendable Level - 8 digit) (full set of financials available for each through SCEIS)	n/a	n/a		

	Cash Balances	Total			
6	Fund # and Description (Expendable Level - 8 digit) (full set of financials available for each through SCEIS)	n/a	n/a		
8	Cash balance as of June 30, 2016 (end of FY 2015-16)	\$1,158,191	n/a		

PART A2 - Funds Appropriated and Authorized for 2016-17 (i.e. Allowed to spend)

--> The Committee understands the agency may be appropriated or authorized to spend additional money during the year.

Line #

	Funding Source				
9	Funding Source	n/a	n/a	0	0
10	Recurring or one-time?	n/a	n/a		

	Appropriation and Authorization Details	Totals - Start of year	Totals - End of year	End of Year	End of Year
11	Amounts appropriated, and amounts authorized, to the agency for 2015-16 that were not spent AND the agency can spend in 2016-17	\$590,614	n/a		
12	Amounts appropriated, and amounts authorized, to the agency for 2016-17	\$659,670	n/a		
13	Total Appropriated and Authorized (i.e. allowed to spend)	\$7,187,354	n/a	\$0	\$0

Strategic Budgeting (2016-17)
(Study Step 1: Agency Legal Directives, Plan and Resources)

PART B1 - Utilization of Funds in 2016-17

--> The Committee understands amount the agency budgeted and spent per objective are estimates from the agency. The information is acceptable as long as the agency has a logical basis, which the Committee may ask the agency to explain, as to how it reached the numbers it provided.

Line #	Funding Source	Totals			
14	Funding Source	n/a	n/a	0	0
15	Database(s) through which expenditures are tracked (See instructions for further details)	n/a	n/a		
16	Recurring or one-time?	n/a	n/a	0	0
17	External restrictions (from state or federal government, grant issuer, etc.), if any, on how the agency can use the money from each funding source	n/a	n/a		
18	State Funded Program # and Description	n/a	n/a		

19	Current Objectives	Totals Planned to Utilize - Start of year	Totals Utilized - End of year	Budgeted to utilize - Start of year	Budgeted to utilize - Start of year
	Objective 1.1.1: Increase the average number of residential campus participants to 96 by June 2016	\$182,973	n/a		
	Objective 1.1.2: Increase the number of residential beds that meet health and safety standards and licensing regulations to serve 96 youth by December of 2015	\$175,368	n/a		
	Objective 1.1.3: Serve at least 96 residential youth over the fiscal year by June of 2016	\$375,368	n/a		
	Objective 1.2.1: Increase the number of campsites from 2 to 3 by March of 2016	\$175,368	n/a		
	Objective 1.2.2: Increase the number of youth served in Wilderness Program from 14 to 20 by March of 2016	\$175,368	n/a		
	Objective 1.3.1: Increase the percent of teachers determined to be highly effective by classroom observations to 60% by end of school year	\$63,396	n/a		
	Objective 1.3.2: Continue to maintain 100% on teachers completing ADEPT Performance Standard Training	\$63,396	n/a		
	Objective 1.3.3: Offer professional development plans going forward to 100% of teachers not completing or attaining successful ADEPT rating	\$63,396	n/a		
	Objective 1.4.1: Increase to 100% the number of therapeutic staff who will have accurate position descriptions and employee performance management systems planning and evaluation objectives aligned to the agency's mission by May 2016	\$348,037	n/a		
	Objective 2.1.1: Reduce time to complete work orders by 25% by June, 2016	\$83,694	n/a		
	Objective 2.1.2: Reduce time to process requisitions to pay vendors by 20% by June, 2016	\$91,161	n/a		
	Objective 2.1.3: Continue to secure and back up agency data as completed in 2015 project	\$91,161	n/a		
	Objective 2.2.1: Continue to inventory IT assets as completed in past year and inventory 50% of agency property not currently recorded	\$141,161	n/a		
	Objective 2.2.2: Establish and maintain deferred maintenance schedule by February, 2016	\$576,161	n/a		
	Objective 2.2.3: Institute performance management system to show results in relation to costs by March, 2016	\$91,161	n/a		
	Objective 2.2.4: Campus wide facility assessment performed in 2015 and will be maintained going forward	\$120,000	n/a		
	Objective 2.2.5: Complete roofing and plumbing replacement in cafeteria by February, 2016	\$91,161	n/a		
	Objective 2.2.6: Evaluate staffing for cost effective deployment of mandated ratios for youth supervision, ongoing monthly	\$176,461	n/a		
	Objective 2.3.1: Increase percentage of support staff with accurate position descriptions, employee performance management system planning and evaluation objectives aligned to agency's mission by 5% by May, 2016	\$176,461	n/a		
	Objective 2.3.2: Assure 100% of new hires participate in agency and job specific orientation with first two weeks of employment	\$168,994	n/a		

Strategic Budgeting (2016-17)
(Study Step 1: Agency Legal Directives, Plan and Resources)

Objective 3.1.1: Improve SCDE Accreditation status (district now all-clear and LS Brice School on target to reduce all deficiencies by June, 2016	\$63,206	n/a		
Objective 3.1.2: Reduce to zero the deficiencies indicated in most recent accreditation classification by June 2016	\$63,206	n/a		
Objective 3.2.1: Attain at least a 50% satisfaction rating by students, parents and staff with the learning environment, to be reported on school report card survey at end of 2015-16 school year	\$63,206	n/a		
Objective 3.2.2: Provide campus orientation to 100% of new residential enrollees within first week of arrival	\$350,757	n/a		
Objective 3.2.3: Provide 100% of youth with active treatment teams throughout year	\$181,763	n/a		
Objective 3.2.4: Increase to 100% number of youth with positive reinforcements and feedback documented in BestNotes by June, 2016	\$237,554	n/a		
Objective 3.2.5: Attain percentage of parents reporting they are satisfied with improvements in their child's behavior to 85% by June, 2016	\$237,554	n/a		
Objective 3.2.6: Continue to conduct two morale building activities for staff by August, 2016	\$176,409	n/a		
Objective 3.2.7: Administer at least three climate surveys annually for staff, parents, and students by June, 2016	\$314,954	n/a		
Objective 3.3.1: Expand number of civic, faith-based and governmental groups that know and support the JDLHS mission with outreach presentations to 4 new groups by June, 2016	\$7,415	n/a		
Objective 3.3.2: Provide board and staff liaison with JDLHS Foundation and Alumni to keep them informed through at least 10 meetings and 4 events by June, 2016	\$7,415	n/a		
Objective 3.3.3: Continue to update and enhance new JDLHS website ongoing through June, 2016	\$7,415	n/a		
Objective 4.1.1: Increase percentage of students passing ACT Aspire Math exams to 46% by June, 2016	\$62,192	n/a		
Objective 4.1.2: Increase percentage of students passing SC EOC Algebra I exam to 56% by June, 2016	\$62,192	n/a		
Objective 4.1.3: Increase percentage of students showing growth via STAR Math Assessment results to 60% by June, 2016	\$62,192	n/a		
Objective 4.2.1: Increase percentage of students passing the ACT Aspire exams to 43% by June, 2016	\$62,192	n/a		
Objective 4.2.2: Increase percentage of students passing SC EOC exam for English I to 54% by June, 2016	\$62,192	n/a		
Objective 4.2.3: Increase percentage of students showing growth via STAR Reading Assessment results to 60% by June, 2016	\$62,192	n/a		
Objective 4.3.1: 80% of youth attending JDLHS will be promoted or be on course to being promoted to the next academic grade or school level by June, 2016	\$62,192	n/a		
Objective 4.3.2: 100% of exited youth continuing to reside in SC will be enrolled in middle school, high school or college as of June, 2016	\$62,192	n/a		
Objective 5.1.1: Percentage of exiting students achieving successful discharge with 3 or higher (on 5 point) success criterion scale for their individual care plans will increase to 90% by June, 2016	\$181,763	n/a		
Objective 5.1.2: Provide 100% of youth with therapeutic services as specified in their individual care plan ongoing	\$181,763	n/a		
Objective 5.1.3: Ensure 100% of youth receive clinical therapy sessions according to their individual care plan, an average of three by June, 2016	\$181,763	n/a		
Objective 5.1.4: Increase percent of recreational activities that advance student progression their individual care plans to 85% by June, 2016	\$181,763	n/a		
Objective 5.1.5: Increase percent of JDLHS exited youth who demonstrate improved behavior 12 months after leaving to 85% by June, 2016	\$119,438	n/a		
Objective 5.2.1: Increase percentage of students in grades 6-10 acquiring marketable skills to 60% by June, 2016	\$59,719	n/a		
Total planned to utilize on Agency Objectives in 2016-17	\$6,544,845	n/a		

Strategic Budgeting (2016-17)
(Study Step 1: Agency Legal Directives, Plan and Resources)

20	Unrelated Purpose (pass through or other purpose unrelated to agency's strategic plan)	Totals Planned to Utilize - Start of year	Totals Utilized - End of year	Budgeted to utilize - Start of year	Budgeted to utilize - Start of year
	<i>Unrelated Purpose #1 - insert description:</i>		n/a		
	<i>Unrelated Purpose #2 - insert description:</i>		n/a		
	<i>Insert any additional unrelated purposes</i>		n/a		
	Total planned to utilize on purposes unrelated to Agency Objectives in 2016-17				

PART B2 - Appropriations and authorizations remaining at the end of 2015-16

Line #	Totals	Start of Year	End of Year		
	Funding Source	n/a	n/a	0	0
21	Appropriated and authorized	\$7,187,354	n/a		
22	(minus) Planned to utilize on Agency Objectives in 2016-17	\$6,544,845	n/a		
23	(minus) Planned to utilize on purposes unrelated to Agency Objectives in 2016-17		n/a		
24	Amount of appropriations and authorizations remaining	\$642,509	n/a		
25	Amount remaining as % of total appropriations and authorizations	8.94%	n/a	#DIV/0!	#DIV/0!

26	Explanation for Amount Remaining:
	Encumber to continue deferred maintenance and contingency set-aside for aged infrastructure

Performance Measures
(Study Step 2: Performance)

Agency Responding	John de la Howe School
Date of Submission	

Types of Performance Measures: Outcome Measure - A quantifiable indicator of the public and customer benefits from an agency's actions. Outcome measures are used to assess an agency's effectiveness in serving its key customers and in achieving its mission, goals and objectives. They are also used to direct resources to strategies with the greatest effect on the most valued outcomes. Outcome measures should be the first priority. Example - % of licensees with no violations. Efficiency Measure - A quantifiable indicator of productivity expressed in unit costs, units of time, or other ratio-based units. Efficiency measures are used to assess the cost-efficiency, productivity, and timeliness of agency operations. Efficiency measures	Note: Delete any rows not needed; Add any additional rows needed
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Performance Measure	Type of Measure:	Agency selected; Required by State; or Required by Federal:	Who performs the best in the country on this measure? (could be gov't, private, etc.)	Time Applicable	Actual Results (& Target Results) Time Period #1	Actual Results (& Target Results) Time Period #2	Actual Results (& Target Results) Time Period #3	Actual Results (& Target Results) Time Period #4	Actual Results (& Target Results) Time Period #5 (most recent completed time period)	Target Results Time Period #6 (current time period)
Increase percent of students passing the ACT Aspire Math	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	40%	42% (44%)	6% (46%)	A (46%)	TBD at end of current Fiscal Year
Increase percent of students passing the ACT Aspire ELA	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	37%	39% (41%)	6% (43%)	A (43%)	TBD at end of current Fiscal Year
Increase percent of students passing the SC EOC English I Exam	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	48%	50% (52%)	29% (34%)	44% (54%)	TBD at end of current Fiscal Year
Increase percent student passing SC EOC Algebra I Exam	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	50%	52% (54%)	50% (56%)	79% (56%)	TBD at end of current Fiscal Year
Increase percent students improving on STAR Math Assessment	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	20% (40%)	37% (60%)	16% (60%)	TBD at end of current Fiscal Year
Increase percent students improving on STAR Reading Assessment	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	20% (40%)	43% (60%)	35% (60%)	TBD at end of current Fiscal Year
Increase percent students improving on Success Criterion	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (65%)	Not Documented (70%)	Not Documented (65%)	TBD at end of current Fiscal Year
Improve SCDE Accreditation Rating (District)	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection		Warned (All Clear)	All Clear (All Clear)	Advised (All Clear)	TBD at end of current Fiscal Year
Increase residential occupancy capacity	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	72	72 (96)	80 (100)	120 (120)	TBD at end of current Fiscal Year
Increase participation level of Day Program	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	5	5 (10)	17 (18)	27 (N/A)	TBD at end of current Fiscal Year
Increase number of youth served annually	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	113	113 (133)	127 (133)	106 (120)	TBD at end of current Fiscal Year
Increase number of licensed cottages	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	7	7 (9)	10 (10)	10 (10)	TBD at end of current Fiscal Year
Increase number of youth placements from Department Social Services	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	0	1 (5)	2 (5)	6 (5)	TBD at end of current Fiscal Year
Increase number of youth placements from Department of Mental Health	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	4	4 (8)	0 (0)	0 (0)	TBD at end of current Fiscal Year
Increase number of youth placements from Department Juvenile Justice	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	0	0 (5)	5 (10)	0 (10)	TBD at end of current Fiscal Year
Increase number youth placements from school districts	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	0	0 (5)	0 (0)	0 (10)	TBD at end of current Fiscal Year
Reduce average daily cost of services for each youth	Efficiency	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	\$240.17	\$240.17 (\$190.73)	\$121.00 (\$151.00)	\$117.00 (\$151.00)	TBD at end of current Fiscal Year
Reduce average annual cost of services for each youth	Efficiency	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	\$87,600.00	\$87,600.00	\$44316.00 (\$42,857.00)	\$42,857.00 (42,857.00)	TBD at end of current Fiscal Year
Reduce time to complete work orders	Efficiency	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	15% (10%)	33% (30%)	50% (70%)	TBD at end of current Fiscal Year
Reduce time to process requisitions to pay vendors	Efficiency	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	25% (20%)	25% (20%)	15% (10%)	TBD at end of current Fiscal Year
Improve supervisor feedback to employees	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (100%)	98% (100%)	100% (100%)	TBD at end of current Fiscal Year
Increase incentives for positive behavior changes	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (70%)	Not Documented (70%)	Not Documented (500%)	TBD at end of current Fiscal Year
Increase parent satisfaction with improvement to child's behavior	Output	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (85%)	80% (85%)	86% (90%)	TBD at end of current Fiscal Year
Improve employee satisfaction with work environment	Output	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (85%)	55% (70%)	69% (70%)	TBD at end of current Fiscal Year

Performance Measures

(Study Step 2: Performance)

Performance Measure	Type of Measure:	Agency selected; Required by State; or Required by Federal:	Who performs the best in the country on this measure? (could be gov't, private, etc.)	Time Applicable	Actual Results (& Target Results) Time Period #1	Actual Results (& Target Results) Time Period #2	Actual Results (& Target Results) Time Period #3	Actual Results (& Target Results) Time Period #4	Actual Results (& Target Results) Time Period #5 (most recent completed time period)	Target Results Time Period #6 (current time period)
Improve youth satisfaction with learning environment	Output	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (85%)	76.5% (80%)	76.5 % (80%)	TBD at end of current Fiscal Year
Increase academic promotion for exiting youths	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented	81% (80%)	81% (80%)	TBD at end of current Fiscal Year
Expand information available on agency website (Budget, Video added)	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	Limited Pages	Limited Pages	15 pgs (17 pgs)	17 pgs (19 pgs)	TBD at end of current Fiscal Year
Increase number of youth completing high school	Output	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (80%)	66% (100%)	66% (100%)	TBD at end of current Fiscal Year
Conduct the number of monthly therapeutic sessions established for each youth (ranges from 1-4)	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	2	2 (2)	2 (3)	3(3)	TBD at end of current Fiscal Year
Increase integration of frontline services for youth	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (50%)	Not Documented (80%)	64.8 % (80%)	TBD at end of current Fiscal Year
Increase percentage of students with marketable skills	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (40%)	100% (60%)	94% (95%)	TBD at end of current Fiscal Year
Increase the average of residential occupancy rate	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	51.8	65 (82)	127 Total Served (96 Total Served)	106 Total Served (104 Total Served)	TBD at end of current Fiscal Year

Strategic Plan Summary
(Study Step 1: Agency Legal Directives, Plan and Resources; and Study Step 2: Performance)

Agency Responding	John de la Howe School
Date of Submission	3/31/2017

Mission: To provide a safe place for children to heal, grow and make lasting changes through counseling, education and a culture of care and
Legal Basis: 59-49-10 (John de la Howe will); 59-49-100 (Purpose of school); 59-49-120 (Estate appropriated for support of school)
Vision: To be a state leader in delivering relevant and effective programs that advance behavioral health care, education and positive family
Legal Basis: 59-49-10 (John de la Howe will); 59-49-100 (Purpose of school); 59-49-120 (Estate appropriated for support of school)

		2015-16		2016-17						
		Total # of FTEs available; and filled	Total amount Appropriated and Authorized to Spend	Total # of FTEs available; and filled	Total amount Appropriated and Authorized to Spend					
		106; 67	4,199,151	98; 50	4,585,893					
Strategic Plan Part and Description (2016-17) (e.g., Goal 1 - Insert Goal 1; Strategy 1.1 - Insert Strategy 1.1; Objective 1.1.1 - Insert Objective 1.1.1)	Intended Public Benefit/Outcome: (Ex. Outcome = incidents decrease and public perceives that the road is safer)	# of FTE equivalents utilized	Total amount spent	# of FTE equivalents planned to utilize	Total amount budgeted	Associated Performance Measures	Associated Organizational Unit(s)	Responsible Employee Name & Time staff member has been responsible for the goal or objective (e.g. John Doe (responsible less than 3 years) or Jane Doe (responsible more than 3 years))	Does this person have input into the budget for this goal, strategy or objective? (Y/N)	Partner(s), by segment, the agency works with to achieve the objective (Federal Government; State Government; Local Government; Higher Education Institute; K-12 Education Institute; Private Business; Non-Profit Entity; Individual; or Other)
Goal 1: Education, Training and Human Development										
Strategy 1.1: Improve the cost effectiveness of JDLHS therapeutic, residential and educational services by increasing the number of participants in the campus' programs						See below				
Objective 1.1.1: Increase the average number of residential campus participants to 96 by June 2016	Higher population = lower cost per child. Public perceives a better use of tax payer dollars	27	157,861	19	182,973	Increase number of youth placements from Department Social Services; Increase number of youth placements from Department Juvenile Justice; Increase number youth placements from school districts; Reduce average daily cost of services for each youth; Reduce average annual cost of services for each youth; Increase the average of residential occupancy rate; Increase number of youth placements from Department of Mental Health;	Residential Services, Wilderness Program	Daniel Wardlaw (less than 3 years)	Yes	DSS, DJJ, DMH, DOE, School Districts, Court System, DHEC, Fire Marshall
Objective 1.1.2: Increase the number of residential beds that meet health and safety standards and licensing regulations to serve 96 youth by December of 2015	Higher population = lower cost per child. Public perceives a better use of tax payer dollars	27	148,610	19	175,368	Increase number of youth placements from Department Social Services; Increase number of youth placements from Department Juvenile Justice; Increase number youth placements from school districts; Reduce average daily cost of services for each youth; Reduce average annual cost of services for each youth; Increase the average of residential occupancy rate; Increase number of youth placements from Department of Mental Health; Increase residential occupancy capacity; Increase number of licensed staff;	Residential Services, Wilderness Program	Daniel Wardlaw (less than 3 years)	Yes	DSS, DJJ, DMH, DOE, School Districts, Court System, DHEC, Fire Marshall
Objective 1.1.3: Serve at least 96 residential youth over the fiscal year by June of 2016	Higher population = lower cost per child. Public perceives a better use of tax payer dollars	27	148,610	19	175,368	Increase number of youth placements from Department Social Services; Increase number of youth placements from Department Juvenile Justice; Increase number youth placements from school districts; Reduce average daily cost of services for each youth; Reduce average annual cost of services for each youth; Increase the average of residential occupancy rate; Increase number of youth placements from Department of Mental Health; Increase participation level of Day Program; Increase number of youth served annually.	Residential Services, Wilderness Program	Daniel Wardlaw (less than 3 years)	Yes	DSS, DJJ, DMH, DOE, School Districts, Court System, DHEC, Fire Marshall
Strategy 1.2: Increase the number of participants in the Wilderness Program						See below				
Objective 1.2.1: Increase the number of campsites from 2 to 3 by March of 2016	Higher population = lower cost per child. Public perceives a better use of tax payer dollars	8	148,610	6	175,368	Reduce average daily cost of services for each youth; Reduce average annual cost of services for each youth; Increase the average of residential occupancy rate; Increase number of youth served annually.	Wilderness Program	Daniel Wardlaw (less than 3 years)	Yes	DSS, DJJ, DMH, DOE, School Districts, Court System, DHEC, Fire Marshall
Objective 1.2.2: Increase the number of youth served in Wilderness Program from 14 to 20 by March of 2016	Higher population = lower cost per child. Public perceives a better use of tax payer dollars	8	148,610	6	175,368	Reduce average daily cost of services for each youth; Reduce average annual cost of services for each youth; Increase the average of residential occupancy rate; Increase number of youth served annually.	Wilderness Program	Daniel Wardlaw (less than 3 years)	Yes	DSS, DJJ, DMH, DOE, School Districts, Court System, DHEC, Fire Marshall
Strategy 1.3: Increase the effectiveness of educational staff by improving their knowledge and skills						See below				
Objective 1.3.1: Increase the percent of teachers determined to be highly effective by classroom observations to 60% by end of school year	N/A	17	85,292	N/A	63,396	None	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 1.3.2: Continue to maintain 100% of teachers completing ADEPT Performance Standard Training	Provide high level of education to the student population. Gain marketable skills in order to be productive in their communities	17	85,292	N/A	63,396	None	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 1.3.3: Offer professional development plans going forward to 100% of teachers not completing or attaining successful ADEPT rating	Provide professional development to improve teacher instruction.	17	85,292	N/A	63,396	None	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Strategy 1.4: Increase the effectiveness of therapeutic staff who will have accurate position descriptions and employee performance management systems planning and evaluation objectives that are aligned to the agency's mission by May 2016						See below				
Objective 1.4.1: Increase to 100% the number of therapeutic staff who will have accurate position descriptions and employee performance management systems planning and evaluation objectives aligned to the agency's mission by May 2016	Responsible and accountable staff perform at a higher level yielding better results. Increases client satisfaction	3	327,840	2	348,037	Improve supervisor feedback to employees	Behavioral Health	Daniel Wardlaw (less than 3 years)	Yes	DMH, Cornerstone
Goal 2: Healthy and Safe Families										
Strategy 2.1: Ensure administrative support processes facilitate the mission of the agency						See below				
Objective 2.1.1: Reduce time to complete work orders by 25% by June, 2016	Allow agency to operate more efficiency	9	90,547	9	83,694	Reduce time to complete work orders; Increase parent satisfaction with improvement to child's behavior; Improve employee satisfaction with work environment	Business	Sylvester Coleman (less than 3 years)	Yes	Vendors, DOA, Insurance Reserve Fund, SCBO, State Fleet, DOC
Objective 2.1.2: Reduce time to process requisitions to pay vendors by 20% by June, 2016	Ensure good working relationship with vendors for future utilization	3	99,630	3	91,161	Reduce time to process requisitions to pay vendors; Improve employee satisfaction with work environment	Business	Sylvester Coleman (less than 3 years)	Yes	Vendors, DOA, Insurance Reserve Fund, SCBO, State Fleet, DOC
Objective 2.1.3: Continue to secure and back up agency data as completed in 2015 project	Ensure that all data received and generated is handled in a private and secure manner. Ensures the IT system functions appropriately for agency use.	1	99,630	1	91,161	Improve employee satisfaction with work environment	Business	Sylvester Coleman (less than 3 years)	Yes	ITO, VM Ware
Strategy 2.2: Evaluate facility, equipment and staffing resources and needs						See below				
Objective 2.2.1: Continue to inventory IT assets as completed in past year and inventory 50% of agency property not currently recorded	Agency will be accountable for all IT assets in order to upgrade and update as necessary.	1	99,630	1	91,161	Improve youth satisfaction with learning environment; Improve employee satisfaction with work environment	Business	Sylvester Coleman (less than 3 years)	Yes	
Objective 2.2.2: Establish and maintain deferred maintenance schedule by February, 2016	Maintain integrity of physical buildings and grounds.	5	99,630	5	91,161	Improve youth satisfaction with learning environment; Increase parent satisfaction with improvement to child's behavior; Improve employee satisfaction with work environment	Business	Sylvester Coleman (less than 3 years)	Yes	
Objective 2.2.3: Institute performance management system to show results in relation to costs by March, 2016	Ensure cost effectiveness of allocated funds and best uses of resources	2	99,630	2	91,161	Reduce average daily cost of services for each youth; Reduce average annual cost of services for each youth;	Business	Sylvester Coleman (less than 3 years)	Yes	

Strategic Plan Summary
(Study Step 1: Agency Legal Directives, Plan and Resources; and Study Step 2: Performance)

		Total # of FTEs available; and filled	Total amount Appropriated and Authorized to Spend	Total # of FTEs available; and filled	Total amount Appropriated and Authorized to Spend					
		106: 67	4,199,151	98: 50	4,585,893					
Objective 2.2.4: Campus wide facility assessment performed in 2015 and will be maintained going forward	Keep facilities properly functioning and maintained	3	99,630	3	91,161	Improve youth satisfaction with learning environment; Increase parent satisfaction with improvement to child's behavior; Improve employee satisfaction with work environment	Business	Sylvester Coleman (less than 3 years)	Yes	Quackenbush
Objective 2.2.5: Complete roofing and plumbing replacement in cafeteria by February, 2016	Provide a safe and dequate dining facility	3	99,630	N/A	91,161	None	Business	Sylvester Coleman (less than 3 years)	Yes	
Objective 2.2.6: Evaluate staffing for cost effective deployment of mandated ratios for youth supervision, ongoing monthly	Ensure that allocated funds are being best used in terms of quality of direct care services provided. Lower cost per student	6	183,109	5	176,461	None	Residential Services	Daniel Wardlaw (less than 3 years)	Yes	
Strategy 2.3: Increase efficiency of support staff by improving their knowledge, skills						See below				
Objective 2.3.1: Increase percentage of support staff with accurate position descriptions, employee performance management system planing and evaluation objectives aligned to agency's mission by 5% by May, 2016	Provide staff with accurate descriptions of job duties and functions. Provide feedback to staff for purpose of professional development and job performance evaluation	67	183,109	50	176,461	Reduce time to complete work orders; Reduce time to process requisitions to pay vendors; Improve supervisor feedback to employees	HR	Zebulon Young (Less than 3 years)	Yes	
Objective 2.3.2: Assure 100% of new hires participate in agency and job specific orientation with first two weeks of employment	Ensure that new staff have the knowledge and skills necessary to perform job functions competently and confidently	2	174,026	2	168,994	Reduce time to complete work orders; Reduce time to process requisitions to pay vendors; Improve supervisor feedback to employees	HR	Zebulon Young (Less than 3 years)	Yes	SCDEW, SCDOA/DSHR
Goal 3: Improve accreditation status of educational services						See below				
Strategy 3.1: Maintain accreditation with appropriate organizations						See below				
Objective 3.1.1: Improve SCDE Accreditation status (district now all-clear and LS Brice School on target to reduce all deficiencies by June, 2016	Develop a MOA with McCormick County School District to address LS Brice School deficiencies.	17	85,061	N/A	63,206	Improve SCDE Accreditation Rating (District); Improve youth satisfaction with learning environment; Improve employee satisfaction with work environment	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 3.1.2: Reduce to zero the deficiencies indicated in most recent accreditation classification by June 2016	Implement the MOA with McCormick County School District to address LS Brice School deficiencies.	17	85,061	N/A	63,206	Improve employee satisfaction with work environment	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Strategy 3.2: Create a productive and safe environment for youth, their families and staff						See below				
Objective 3.2.1: Attain at least a 50% satisfaction rating by students, parents and staff with the learning environment, to be reported on school report card survey at end of 2015-16 school year	Provide students, parents, and staff an opportunity to give feedback on JDLH program	17	85,061	N/A	63,201	Improve youth satisfaction with learning environment; Increase parent satisfaction with improvement to child's behavior	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 3.2.2: Provide campus orientation to 100% of new residential enrollees within first week of arrival	Ensure that student have a smooth transition to residential life	27	330,792	19	350,757	None	Residential Services	Daniel Wardlaw (less than 3 years)	Yes	
Objective 3.2.3: Provide 100% of youth with active treatment teams throughout year	Ensure holistic approach to behavior modification. Students have a higher probability of successful completion.	3	156,766	2	181,763	Increase incentives for positive behavior changes	Behavioral Health	Daniel Wardlaw (less than 3 years)	Yes	
Objective 3.2.4: Increase to 100% number of youth with positive reinforcements and feedback documented in BestNotes by June, 2016	Provide holistic approach to behavior modification. Students learn to connect behaviors to consequences. Promotes higher probability of positive and lasting behavioral changes	4	232,807	3	237,554	Increase incentives for positive behavior changes	Behavioral Health	Daniel Wardlaw (less than 3 years)		
Objective 3.2.5: Attain percentage of parents reporting they are satisfied with improvements in their child's behavior to 85% by June, 2016		1	232,807	1	237,554	Increase parent satisfaction with improvement to child's behavior	Advancement and Development	Dan Branyon (more than 3 years)	Yes	
Objective 3.2.6: Continue to conduct two morale building activities for staff by August, 2016	Ensure that staff morale is high. Promotes higher level of job performance	2	183,046	2	176,409	Improve employee satisfaction with work environment	HR	Zebulon Young (Less than 3 years)	Yes	
Objective 3.2.7: Administer at least three climate surveys annually for staff, parents, and students by June, 2016	Ensure holistic satisfaction with programs and processes in order to better serve staff, students and families.	5	348,617	5	314,954	Increase parent satisfaction with improvement to child's behavior; Improve employee satisfaction with work environment	Advancement and Development	Dan Branyon (more than 3 years)	Yes	
Strategy 3.3: Communicate agency outcomes to stakeholders, surrounding community						See below				
Objective 3.3.1: Expand number of civic, faith-based and governmental groups that know and support the JDLHS mission with outreach presentations to 4 new groups by June, 2016	Increase community awareness and support	2	9,020	2	7,415	Improve youth satisfaction with learning environment; Increase parent satisfaction with improvement to child's behavior; Improve employee satisfaction with work environment	Advancement and Development	Dan Branyon (more than 3 years)	Yes	
Objective 3.3.2: Provide board and staff liaison with JDLHS Foundation and Alumni to keep them informed through at least 10 meetings and 4 events by June, 2016	Keep Alumni and Foundation board abreast of agency activity.	1	9,020	1	7,415	Improve youth satisfaction with learning environment; Increase parent satisfaction with improvement to child's behavior; Improve employee satisfaction with work environment	Advancement and Development	Dan Branyon (more than 3 years)	Yes	
Objective 3.3.3: Continue to update and enhance new JDLHS website ongoing through June, 2016	Increase awareness	1	9,020	1	7,415	Expand information available on agency website (Budget, Video added)	Advancement and Development	Dan Branyon (more than 3 years)	Yes	
Goal 4: Improve achievement of exiting youth						See below				
Strategy 4.1: Ensure students attain mathematical skills they need						See below				
Objective 4.1.1: Increase percentage of students passing ACT Aspire Math exams to 46% by June, 2016	Increase student testing performance	17	83,699	N/A	62,192	Increase percent of students passing the ACT Aspire Math	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 4.1.2: Increase percentage of students passing SC EOC Algebra I exam to 56% by June, 2016	Increase student testing performance	17	83,699	N/A	62,192	Increase percent student passing SC EOC Algebra I Exam	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 4.1.3: Increase percentage of students showing growth via STAR Math Assessment results to 60% by June, 2016	Increase student growth performance	17	83,699	N/A	62,192	Increase percent students improving on STAR Math Assessment	McCormick School District	McCormick School District (less than 3 years)	Yes	SED
Strategy 4.2: Ensure students attain English language skills they need in reading, writing, speaking						See below				
Objective 4.2.1: Increase percentage of students passing the ACT Aspire exams to 43% by June, 2016	Increase student testing performance	17	83,699	N/A	62,192	Increase percent of students passing the ACT Aspire ELA	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 4.2.2: Increase percentage of students passing SC EOC exam for English I to 54% by June, 2016	Increase student testing performance	17	83,699	N/A	62,192	Increase percent of students passing the SC EOC English I Exam	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 4.2.3: Increase percentage of students showing growth via STAR Reading Assessment results to 60% by June, 2016	Increase student growth performance	17	83,699	N/A	62,192	Increase percent students improving on STAR Reading Assessment	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Strategy 4.3: Ensure JDLHS youth continue academic progress after exiting						See below				
Objective 4.3.1: 80% of youth attending JDLHS will be promoted or be on course to being promoted to the next academic grade or school level by June, 2016	Provide opportunities for students to be academically promoted	17	83,699	N/A	62,192	Increase academic promotion for exiting youths	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 4.3.2: 100% of exited youth continuing to reside in SC will be enrolled in middle school, high school or college as of June, 2016	Provide an opportunity to return to home community	17	83,699	N/A	62,192	Increase number of youth completing high school	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Goal 5: Improve youth behavior to ensure positive life outcomes						See below				
Strategy 5.1: Reduce youth demonstrating at-risk behaviors						See below				
Objective 5.1.1: Percentage of exiting students achieving successful discharge with 3 or higher (on 5 point) success criterion scale for their individual care plans will increase to 90% by June, 2016	Re-integrate students into home environment with high chance of continued success. Students gain positive and applicable living and social skills	27	157,460	19	181,763	Increase percent students improving on Success Criterion; Increase integration of frontline services for youth; Increase incentives for positive behavior changes	Residential Services, Wilderness Program	Daniel Wardlaw (less than 3 years)	Yes	
Objective 5.1.2: Provide 100% of youth with therapeutic services as specified in their individual care plan ongoing	Students are able to cope with stressors, manage emotions and problem solve	3	157,460	2	181,763	Increase integration of frontline services for youth; Increase incentives for positive behavior changes	Behavioral Health	Daniel Wardlaw (less than 3 years)	Yes	DMH, Cornerstone
Objective 5.1.3: Ensure 100% of youth receive clinical therapy sessions according to their individual care plan, an average of three by June, 2016	Students are able to cope with stressors, manage emotions and problem solve	3	157,460	2	181,763	Increase integration of frontline services for youth; Conduct the number of monthly therapeutic sessions established for each youth (ranges from 1-4); Increase incentives for positive behavior changes	Behavioral Health	Daniel Wardlaw (less than 3 years)	Yes	DMH, Cornerstone

Strategic Plan Summary

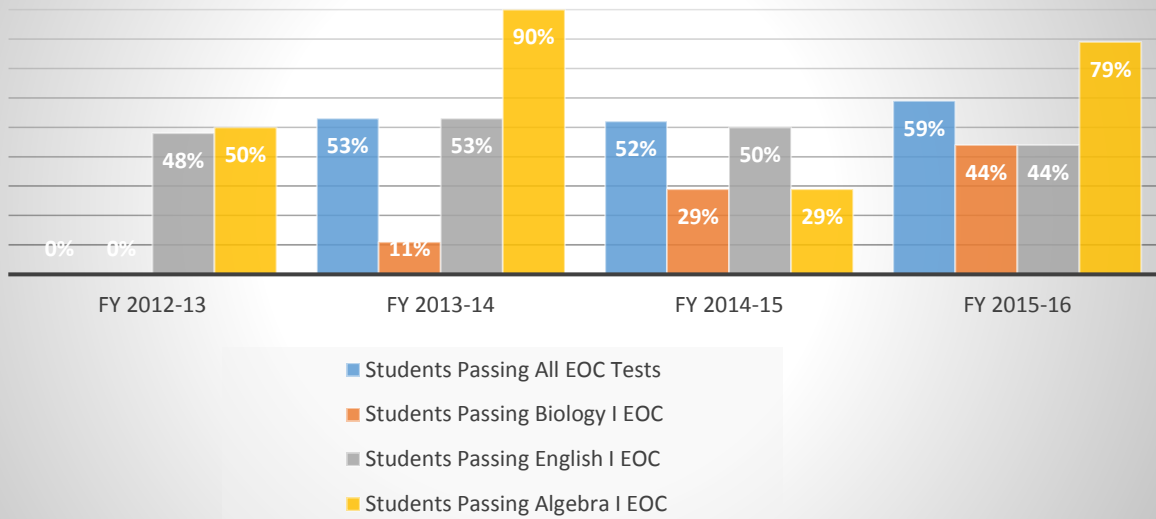
(Study Step 1: Agency Legal Directives, Plan and Resources; and Study Step 2: Performance)

		Total # of FTEs available; and filled	Total amount Appropriated and Authorized to Spend	Total # of FTEs available; and filled	Total amount Appropriated and Authorized to Spend					
		106: 67	4,199,151	98: 50	4,585,893					
Objective 5.1.4: Increase percent of recreational activities that advance student progression their individual care plans to 85% by June, 2016	Students correlate acceptable behavior with real and positive outcomes. Reduce occurrence of negative behavior. Allows for lowered time a student is in placement.	1	157,460	1	181,763	Increase integration of frontline services for youth; increase incentives for positive behavior changes	Behavioral Health	Daniel Wardlaw (less than 3 years)	Yes	
Objective 5.1.5: Increase percent of JDLHS exited youth who demonstrate improved behavior 12 months after leaving to 85% by June, 2016	Exiting students have the skills necessary to become productive members of their local communities.	31	162,004	22	119,438	Increase integration of frontline services for youth; increase incentives for positive behavior changes	Residential Services, Wilderness Program, Behavioral Health	Daniel Wardlaw (less than 3 years)	Yes	
Stragey 5.2: Provide youth with marketable skills that prepare them for workforce						See below				
Objective 5.2.1: Increase percentage of students in grades 6-10 acquiring marketable skills to 60% by June, 2016	Students become productive members of home communities	17	81,002	N/A	59,719	Increase percentage of students with marketable skills	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE, Clemson Extension, DNR, Piedmont Tech Ag. Program

JOHN DE LA HOWE SCHOOL (LS BRICE) STATE REPORT CARD

	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16
Students Passing All EOC Tests	0%	53%	52%	59%
Students Passing Biology I EOC	0%	11%	29%	44%
Students Passing English I EOC	48%	53%	50%	44%
Students Passing Algebra I EOC	50%	90%	29%	79%

LS Brice School Student Academic Performance



		Poor	Fair	Average	Good
2013	Academic Performance		10	20	50
	Benefits to Student			10	40
	Benefit to Family			10	40
	Improvement in Family Life		10		70
	Family ability to Identify areas for growth		10	10	40
	Child's ability to get along with others	10		30	40
	Hopes for Child's future				20
	Overall Experience at JDLH		10		30

		Poor	Fair	Average	Good
2014	Academic Performance		20	30	30
	Benefits to Student			60	40
	Benefit to Family	10		40	50
	Improvement in Family Life		10	40	50
	Family ability to Identify areas for growth			50	40
	Child's ability to get along with others			50	50
	Hopes for Child's future				87.5
	Overall Experience at JDLH			12.5	75

		Poor	Fair	Average	Good
2015	Academic Performance	8	22	8	31
	Benefit to Family	7	14	14	36
	Improvement in Family Life	7	14	21	36
	Family ability to Identify areas for growth		14	21	29
	Child's ability to get along with others	8	8	31	31
	Hopes for Child's future		15	8	31
	Overall Experience at JDLH		17	17	34

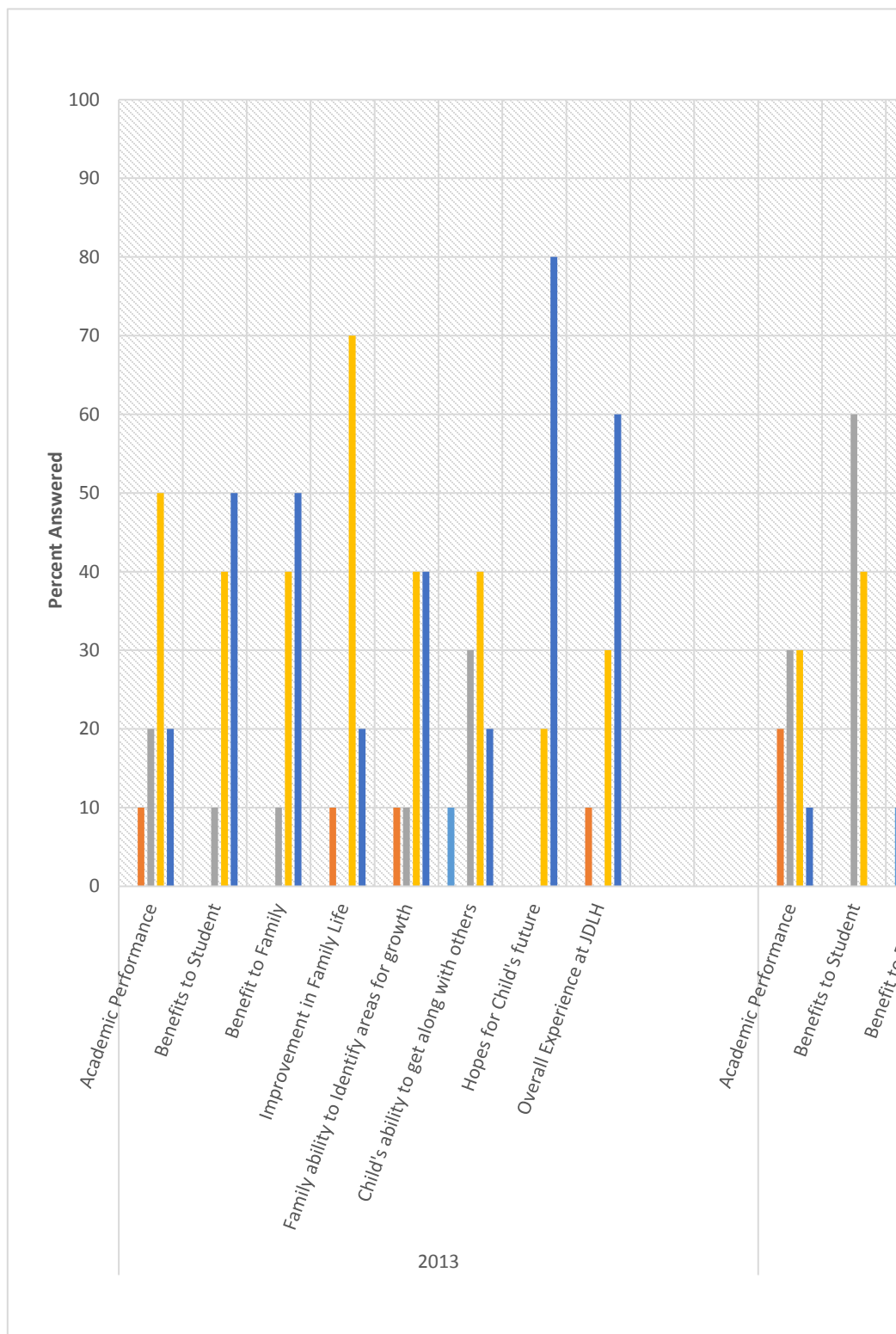
		Poor	Fair	Average	Good
2016	Academic Performance	5.5	11	39	39
	Benefits to Student	4.8	4.8	14.3	23.8
	Benefit to Family	0	4.8	19	47.6
	Improvement in Family Life	5	5	25	40
	Family ability to Identify areas for growth	4.8	4.8	23.8	47.6
	Child's ability to get along with others	4.8	0	57.1	23.8
	Hopes for Child's future	0	0	9.5	47.6
	Overall Experience at JDLH	0	4.8	9.5	47.6

Excellent
20
50
50
20
40
20
80
60

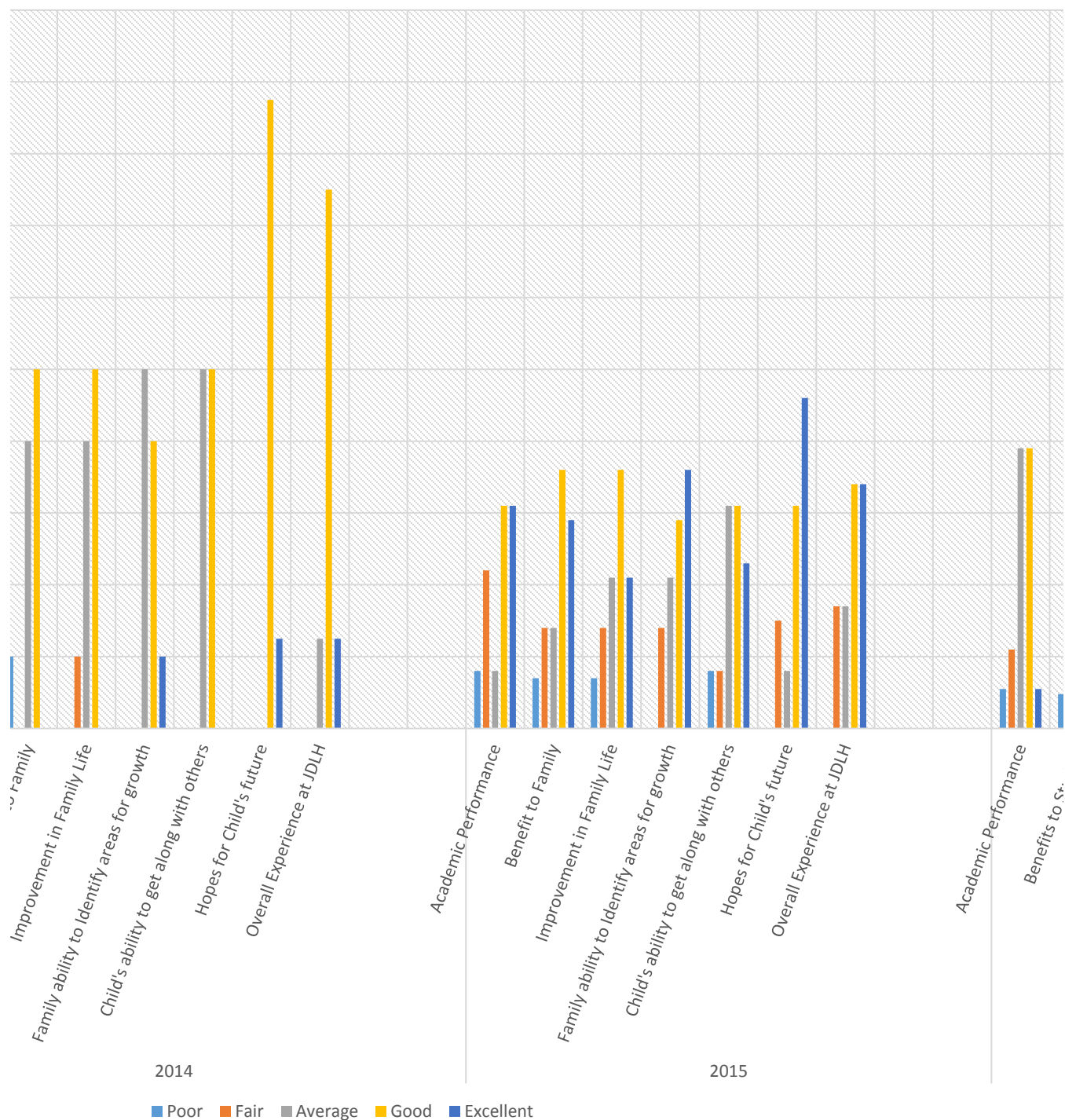
Excellent
10
10
12.5
12.5

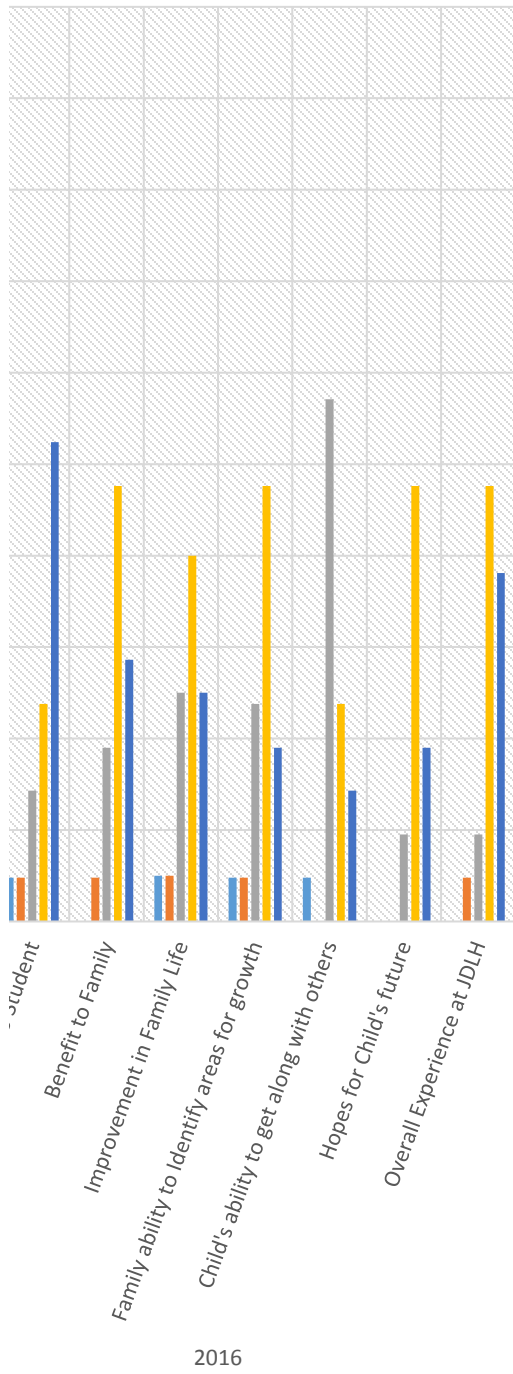
Excellent
31
29
21
36
23
46
34

Excellent
5.5
52.4
28.6
25
19
14.3
19
38.1



Parent/Guardian In-care Survey Results





Agency Name:
 Agency Code:
 Agency Section:

Similar Information Requested Chart

INSTRUCTIONS: Please provide details about other reports which investigate the information requested in the Restructuring Report. This information is sought in an effort to avoid duplication in the future. In the columns below, please list the question number in this report, name of the other report in which the same or similar information is requested, section of the other report in which the information is requested, name of the entity that requests the other report and frequency the other report is required. **NOTE:** Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Restructuring Report Question #	Name of Other Report	Section of Other Report	Entity Requesting Report	Freq. Other Report is Required
John de la Howe School		Annual Accountability Report (14 pages)	Most if not all sections	Executive Budget Office	Annually
John de la Howe School		5-Year District/Agency Strategic Plan (45 pages)		Dept. of Education	Annually with annual updates required.
John de la Howe School		5-Year School Renewal Plan (45 pages)		Dept. of Education	Every 5 years. Requires annual review to prepare 5-Year District/Agency Strategic Plan required annually.
John de la Howe School					
John de la Howe School					

Are there other reports to add? Highlighted sections needs to be completed near the end (like many pages that require cross-referencing to other sections). - BD

Agency Name:
Agency Section:
Agency Code:

Historical Perspective Chart

INSTRUCTIONS: Please provide information about any restructuring or major changes in the agency's purpose or mission **during the last ten years**. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Year	Description of Restructuring that Occurred	Description of Major Change in Agency's Purpose or Mission
John de la Howe School	2010	Agreed to provide alternative school services for Abbeville District 60.	Furtheres the mission by serving day students with emotional and behavioral challenges, generating revenue to support costs of staffing for academic and therapeutic programs required for residential youth.
John de la Howe School	2011	Initiated Think:Kids cognitive-behavioral therapeutic intervention.	Furtheres the mission by improving therapeutic intervention and support for at-risk youth.
John de la Howe School	2013	Initiated BestNotes customer relationship management (CRM) database to document students' behavioral health.	Furtheres the mission and reporting capabilities by documenting students' behavioral health and progress with individual plan of care.
John de la Howe School	2013	Added Lead Clincial Therapist position.	Furtheres the mission by by providing counseling to youth and leadership to therapists and staff to address the behavioral health needs of youth with emotional and behavioral challenges.
John de la Howe School	2014	Added online educational curriculum via Plato courseware.	Furtheres the mission by providing self-paced classroom instruction to aid youth who are often "over-age and under-credited" to recover needed credits and move toward grade-level ability.
John de la Howe School	2014	Introduced marketable skills program in education offerings.	Furtheres the mission by helping to prepare at-risk youth for jobs so they can be self-supporting as adults. Marketable skills add to the states' workforce development needs.
John de la Howe School	2015	Increased agricultural program via introduction of animal husbandry program.	Furtheres the mission by improving the educational and therapeutic benefits for at-risk youth living in a working farm while enhancing cost effectiveness of farm operations. Helps to develop marketable skills in at-risk youth.

None of these changes the mission, so re-worded the last column to respond to the question. Recommend deleting last item in green. Raises more questions

Agency Name:
Agency Code:
Agency Section:

Purpose/Mission/Vision Chart

INSTRUCTIONS: Provide information about the date the agency, in its current form, was initially created and the present purpose, mission and vision of the agency, with the date each were established in paranthesis. The Legal Standards Cross Reference column should link the purpose, mission and vision to the statutes, regulations and provisos listed in the Legal Standards Chart, which they satisfy.

Agency Submitting Report	Date Agency created	Purpose	Mission	Vision	Legal Standards Cross References
John de la Howe School	1918 via statute; 1797 via the will of Dr. John de la Howe	To "maintain and develop the school property [in McCormick County] in accordance with the purposes of the [1797] will of Dr. John De La Howe as interpreted by the Supreme Court of South Carolina". . .and to "meet the needs of children from all of South Carolina who for some urgent reason need to be separated from their home or community."	To provide a safe haven for children to heal, grow and make lasting changes through counseling, education and a culture of care and personal development.	To be a state leader in delivering relevant and effective programs that advance behavioral healthcare, education and positive family relations for children and adolescents.	Purpose: 59-49-100 Mission: Board approved Vision: Board approved

Please review Purpose. It's different from what Coleen suggested, which said "Focus exclusively on the needs of children requiring residential intervention and their families." The last column needs to be completed near the end (like many pages that require cross-referencing to other sections). - BD 3/20/15.

Agency Name:
Agency Code:
Agency Section:

Key Partner Agencies Chart

INSTRUCTIONS: List the names of the other state agencies which have the biggest impact on the agency's mission success (list a minimum of three); partnership arrangements established and performance measures routinely reviewed with the other entity. The Major Program Areas Cross References Column should link the Partner Agency to the major program area, in the Major Program Areas Chart, on which it has the biggest impact. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable and a minimum of three.

Agency Submitting Report	Agency w/ Impact on Mission Success	Partnership Arrangement Established	Performance Measures Routinely Reviewed Together	Major Program Areas Cross Reference
John de la Howe School	Dept. of Social Services	Licenses JDLHS residential facilities for care of youth; mandates staffing levels for 24/7 supervision of children/adolescents with moderate emotional and behavioral challenges; refers youth to JDLHS for residential care and participates in development of their individual plan of care. (Very few referrals in past 3 years.. Outreach with new DSS director and senate oversight committee to increase DSS placements.) Responsible for investigating reports of child abuse or neglect; participates in JDLHS stakeholder meetings; and collaborates in planning and care for at-risk	Annual licensing of JDLHS facilities and periodic planned or surprise inspections of programs serving youth; case management review of youth placed by DSS with JDLHS.	
John de la Howe School	SC Dept. of Education	Ensures proper educational instruction is provided at JDLHS in accordance with state education laws and regulations; conducts accreditation reviews; provides technical assistance.	Annual School Report Card; periodic accreditation reviews; student progress posted to PowerSchool data system; compliance with relevant state and federal education laws, standards and curricula	
John de la Howe School	Dept. of Mental Health	Refers children with emotional and behavioral needs who would benefit from JDLHS services; consults on needs of youth for counseling or other intervention and provides referrals; participates in JDLHS stakeholder meetings; and collaborates in planning and care for at-risk youth.		
John de la Howe School	Dept. of Health & Environmental Control (DHEC)	Contributes to the DSS licensing process for JDLHS residential facilities and ensures safe campus for students, staff, and visitors.	Routine inspections	
John de la Howe School	State Fire Marshall	Ensures campus meets fire regulations and participates in DSS licensing process.	Annual fire safety review; periodic inspections.	
John de la Howe School	State Procurement	Ensures cost-effective purchasing of goods and services.		

Agency Name:

Agency Code:

Agency Section:

Key Partner Agencies Chart

John de la Howe School	SC Executive Budget Office	Oversees cost-effective operation; prescribes format for submitting annual budget request; provides technical assistance.	Annual budget requests	
John de la Howe School	SC Human Resources & Development (HRD) and its Office of Human Resources (OHR)	Provides guidance on workforce hiring and oversight, salaries, annual EPMS employee reviews, equal employment opportunity (EOE) laws, and diversity training, and provides other assistance as requested.	Annual EOE review, periodic consults with OHR/HRD	
John de la Howe School	Agency Head Salary Commission	Authorizes salary and prescribes process for annual review of agency head. Periodically engages consultants to review compensation for state agency heads.	Annual review of agency head; approval of salary requests.	
John de la Howe School	SC Engineering Office	Reviews major construction and building projects.	Review of proposed projects as needed.	
John de la Howe School	Dept. of Juvenile Justice (DJJ)	Refers youth to JDLHS for residential care and participates in development of their individual plan of care. (Very few referrals in past 3 years; starting to increase now.) Participates in JDLHS stakeholder meetings.	Inspects as needed.	
John de la Howe School	OSHA	Ensures campus meets safety standards.	Inspects as needed.	

Please review highlighted sections. The last column needs to be completed near the end (like many pages that require cross-referencing to other sections). - BD 3/20/15.

INSTRUCTIONS: Provide information about the agency's key deliverables (i.e. products or services); primary methods by which these are delivered; and, as applicable, actions that may reduce the general public and/or other agencies initial or repetitive need for the deliverable. List each deliverable on a separate line. If there are multiple ways in which the deliverable is provided, list the deliverable multiple times with each delivery method on a separate line. In the "Three Greatest" column, indicate and rank the three most significant deliverables the agency brings to the people of South Carolina with #1 being the most significant. For the deliverables which are not one of three most significant, do not put anything in this column. The Major Program Areas Cross References Column should link the deliverable to the major program area, in the Major Program Areas Chart, within which that product or service is provided. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Deliverable (i.e. product or service)	Three Most Significant (#1, #2, #3)	Primary Method of Delivery	What can be done to reduce the general public and/or other agencies initial need for this deliverable? (i.e. preventive measures before the citizen or agency needs to come to the agency)	What can be done to reduce the general public and/or other agencies need to return for this deliverable? (i.e. preventive measures to ensure they do not need to come back to the agency for this service or product after already receiving it once)	If deliverable is identified as one of the three most significant, what would allow the agency to focus on it more?	Major Program Areas Cross Reference
John de la Howe School	1	Therapeutic counseling for at-risk children/adolescents ages 12-18 focused on improving social skills, positive family interaction and tolerance for educational requirements.	1	Develop and follow individualized plan of care for at-risk children/adolescents and their families.	Positive family functioning is challenged by conditions of poverty, work demands on parents' time, grandparents (often older single women) serving primary as caregivers, poor health of caregivers, and lack of parenting training. Children needing additional help with social skills, academic expectations or medical conditions place additional stresses on families, challenging their abilities to cope with the stress. These factors can result in abuse or neglect of the child and inappropriate and dysfunctional communications. Early identification of children in distress and interventions at the local level through mental health counseling, parenting training and other support services would help.	Early departure from the therapeutic residential services provided at John de la Howe does not solve the child's or family's problem. While difficult to enforce, having an agreement with parents when their child enters that program that a minimum amount of time in the program is required to bring about sustainable changes in functioning would help. Parents often see progress in their child's behavior and withdraw him/her before completing the individual plan of care. Once home, the child's behavior may deteriorate and the parent will request readmission. When parents seek early discharge of their child because of financial hardship, consideration could be given to waiving the required tuition.	Having funds to provide additional therapeutic staff and to allow them to make home visits to assess the child's living situation would assist in understanding the child and family dynamics and in the child's transition back to home community.	
John de la Howe School	2	Residential care for at-risk children/adolescents ages 12-18.	2	Provide structured 24/7 residential care and supervision in a Level II facility for children/adolescents ages 12-18 (males and females) with moderate emotional and behavioral challenges. Agency is located on a working farm environment in rural McCormick County. A Wilderness Program is a component serving boys in grades 6-8.	The response above applies to this deliverable as well.	The response above applies to this deliverable as well.	Having funds to make needed repairs to cottages and funds for additional residential care staff would allow the agency to serve more children/adolescents. This would have the added benefit of lowering the cost-per-student analysis.	
John de la Howe School	3	Educational services for at-risk residential students.	3	Provide instruction for at-risk students in grades 6-12 in alignment with SC standards. Schooling is provided onsite for grades 6-10. Youth in grades 11-12 attend McCormick High School.	Early identification and support at local schools for children who are struggling to succeed in traditional classroom settings, coupled with support for family involvement and mental health care as indicated. Early childhood identification and support at community level for children who demonstrate emotional problems or behavioral challenges at home, school or in the community. JDLHS often sees 6th graders and higher referred with histories showing classroom challenges since kindergarten.	The response above applies to this deliverable as well.	Reducing the frequency and number of changes to curricula, student testing, and evaluation programs for teachers and principal. Eliminating the requirement for a dual evaluation process for teachers, one required by the Dept. of Education accreditation process and one required by the state EPMS.	
John de la Howe School	4	Support and parenting training for families of at-risk children/adolescents.		Involve parents and guardians of at-risk children/adolescents in counseling, parenting training and plans for child to transition back to home and	The response above applies to this deliverable as well.	The response above applies to this deliverable as well.		
John de la Howe School	5	Educational services for Abbeville alternative education day students.		Provide instruction for students in grades 6-12 in alignment with SC standards for Abbeville County alternative students through a memorandum of agreement.	Abbeville District 60 could provide its own alternative education program; however, the current agreement is mutually beneficial and cost-effective.	Adequate supports in Abbeville District 60 and at home for youth transitioning back to their local schools to be successful in those environments.		

We developed this list in column C at meeting on 3/12. Rest of text I developed. (Be sure to slide tab at bottom all the way right so all columns, through col. I) You can compare with what staff provided today and let me know if you prefer their version or would like to make any changes. The last column needs to be completed near the end (like many pages that require cross-referencing to other sections). - BD 3/20/15.

Agency Name:
Agency Section:
Agency Code:

Key Customers Chart

INSTRUCTIONS: Provide information about the key customer segments identified by the agency and each segment's key requirements/expectations. A customer is defined as an actual or potential user of the agency's deliverables. Please be as specific as possible in describing the separate customer segments (i.e. do not simply put "public.") The Deliverables Cross References column should link customer groups to the deliverable listed in the Key Deliverables Chart, which they utilize. **NOTE:** Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Customer Segments	Requirements/Expectations	Deliverables Cross References
John de la Howe School	1	Residential Youth: Children/adolescents ages 12-18 in the state of SC with moderate emotional and behavioral challenges who are experiencing trauma, abuse, neglect, failure or truancy at school or other situation needing temporary separation from their home, school or community environment. Most youth served are academically "over age and under-credited."	At time of application, age 12-17, an SC resident for at least one year, and one year in an SC school district. Males and females accepted. Referred by parents/guardians, school districts, DMH, DSS, DJJ, or courts. Children in residential care require an array of support services, including supervision at DSS-mandated staffing ratios, shelter, food and nutrition, medical attention, medication supervision, diploma-track education services, sports and recreational activities, and opportunities to develop to their full potential. JDLHS offers the only public school in SC that accepts students expelled from	
John de la Howe School	2	Parents	Required to participate in counseling, parenting training and meetings to promote their child's individual plan of care. Retain responsibility for clothing and medical care of child and assist with transportation to and from campus.	
John de la Howe School	3	Day Students: Children/adolescents ages 12-18 assigned by the Abbeville District 60 to attend classes as day students at JDLHS for alternative education.	Per MOA, at-risk youth assigned by Abbeville Dist. 60 require diploma-track alternative education classes 5 days per week, meals (breakfast and lunch), therapeutic counseling including parents/guardians, and access to medical attention, medication supervision, diploma-track education services, sports and recreational activities, and opportunities to develop to their full potential.	
John de la Howe School	4	School Districts throughout South Carolina	Provide student records to JDLHS. School districts expect returning students to have improved behavior and to perform grade-level work to the extent possible. While the most likely referral source, traditional school districts rarely transfer students to JDLHS because of the requirement to compensate the receiving school district. Parents, therefore, become the primary referral source of youth to JDLHS.	

Agency Name:
 Agency Section:
 Agency Code:

Key Customers Chart

John de la Howe School	6	Dept. of Social Services (DSS)	Licenses JDLHS residential facilities for care of youth; mandates staffing levels for 24/7 supervision of children/adolescents with moderate emotional and behavioral challenges; refers youth to JDLHS for residential care and participates in development of their individual plan of care; responsible for investigating reports of child abuse or neglect; participates in JDLHS stakeholder meetings; and collaborates in planning and care for at-risk youth.	
John de la Howe School	5	Dept. of Mental Health (DMH)	Refers children with emotional and behavioral needs who would benefit from JDLHS services; consults on needs of youth for counseling or other intervention and provides referrals; participates in JDLHS stakeholder meetings; and collaborates in planning and care for at-risk youth.	
John de la Howe School	6	Dept. of Juvenile Justice (DJJ)	JDLHS welcomes appropriate referrals of children with emotional and behavioral needs who would benefit from JDLHS services and not disrupt services to other youth. Referrals in recent years have been sparse but are beginning to increase. DJJ consults on needs of youth placed by DJJ for counseling or other intervention and provides referrals for other services; participates in JDLHS stakeholder meetings; and collaborates in planning and care for at-risk youth.	

Please read. You can compare with what staff provided today. The last column needs to be completed near the end (like many pages that require cross-referencing to other sections). - BD 3/20/15.

Agency Name:
Agency Section:
Agency Code:

Key Stakeholder Chart

mccmess@wctel.net; writer6@wctel.net; henrybannercorp@charter.net; khruby@indexjournal.com; jsitarz@indexjournal.com

INSTRUCTIONS: Provide information about the agency's key stakeholder groups and their key requirements and expectations. A stakeholder is defined as a person, group or organization that has interest or concern in an agency. Stakeholders can affect or be affected by the agency's actions, objectives and policies. Please be as specific as possible in describing the separate stakeholder groups (i.e. please do not simply put "the public.") The Deliverables Cross References column should link stakeholder groups to the deliverable, listed in the Key Deliverables Chart, for which they group has the most interest or concern. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Stakeholder Group	Requirements/Expectations	Deliverables Cross References
John de la Howe School	1	Parents	Vested in improved family functioning and child's success in school and social life.	
John de la Howe School	2	McCormick County	JDLHS is major contributor to county's economic base. Agency predated development of McCormick and is part of the fabric and cultural heritage of the community.	
John de la Howe School	3	McCormick County Children's Home	Nonprofit agency leasing building they rehabbed on JDLHS campus to provide Level I congregate care to children from throughout the state needing temporary care and placed by DSS. Vested interest in having JDLHS not be under DJJ control as it would affect their licensing and require them to move, which they cannot	
John de la Howe School	4	All SC School Districts	Valued as the only public school in the state that accepts expelled students. Exchange student records and assist with student transition to and from JDLHS.	
John de la Howe School	5	JDLHS Alumni	The Alumni Association sponsors fundraising activities to benefit the agency and provides enrichment activities for youth in care. Representatives serve on the JDLHS Foundation Board and participated in the agency head selection process in 2014. The Association is largely comprised of individuals who lived at JDLH for 5-10 years, fondly recall its days as an orphanage, and consider their classmates as family. They understand laws have changed to support family and kinship care in local communities but often express a desire for a return to yesterday. They oppose efforts to convert the property to a DJJ facility, and they are strong advocates for adequate funding to repair crumbling facilities.	
John de la Howe School	6	JDLHS Foundation	The nonprofit foundation makes outreach presentations, sponsors fundraising events, secures grants and donates funds to promote the welfare of the children in care.	
John de la Howe School	7	Dept. of Social Services (DSS)	Licenses JDLHS facilities; occasionally places youth for residential care and coordinates family reunification with child and court. Participates in stakeholder planning meetings and participated in selection process for new agency head in 2014.	
John de la Howe School	8	Dept. of Mental Health (DMH)	Refers children with emotional and behavioral needs who would benefit from JDLHS services; consults on needs of youth for counseling or other intervention and provides referrals; participates in JDLHS stakeholder meetings and collaborates in planning and care for at-risk youth.	
John de la Howe School	9	Dept. of Education (SDE)	In addition to key partner agency roles, has vested interest in success of JDLHS as a resource for SC students who are expelled from local schools and who need support with emotional and behavioral challenges.	
John de la Howe School	10	Dept. of Juvenile Justice (DJJ)	In addition to key partner agency roles, has expressed recent renewed interest in placing appropriate youth with JDLHS to prevent delinquent behaviors or as a diversion from detention in a juvenile facility. Regional representative participates in stakeholder planning meetings.	
John de la Howe School	11	McCormick County Schools	Provides instruction for JDLHS youth in grades 11-12 and issues diplomas for graduating 12th graders; collaborates in planning and service coordination.	
John de la Howe School	12	Abbeville District 60 Alternative Education	Per MOA, JDLHS serves as alternative education program for at-risk youth from Abbeville Dist. 60. Representatives participate in planning and coordination of services.	
John de la Howe School	13	Self Family Foundation	Provides periodic grant support for student enrichment activities.	
John de la Howe School	14	Clemson University Extension Services	Provides support services for agricultural and farming activities, including youth interaction.	
John de la Howe School	14	Dept. of Health & Environmental Control (DHEC)	Participates with DSS in licensing of facilities. Local representative participates in stakeholder planning meetings.	
John de la Howe School	15	Cornerstone	Provides alcohol and drug intervention services and referrals. Local representative participates in stakeholder planning meetings.	
John de la Howe School	16	Rep. Anne Parks	Along with other local delegation members (Sens. Nicholson and Massey), understands the economic importance of JDLHS to McCormick County and supports maintaining it as provided in the enabling legislation and will of Dr. John de la Howe. Participates in stakeholder planning meetings and helps with campus cleanup and beautification.	
John de la Howe School	17	McCormick Co. Sheriff's Dept.	Facilitates hiring and resources for school resource officer (pending); coordinates county security; offers guidance and safety education to students. A deputy resides on campus to provide a law enforcement	
John de la Howe	18	McCormick Police Department	Participates in stakeholder planning meetings.	
	19	McCormick Arts Council (MACK)	With grant funding, provides art enrichment programs and conducts social etiquette classes for students.	
	20	Habitat for Humanity	A cadre of volunteers provide weekly construction assistance in Wilderness Program, donating time and materials and mentoring youth.	
	21	McCormick Co. Chamber of Commerce	Provides information and promotes awareness of needs of JDLHS.	
	22+	McCormick area churches, service clubs and volunteers	Raise funds throughout the year to benefit JDLHS youth programs. Participate in enrichment activities and host activities honoring students and supporting family and community engagement.	

Agency Name:
 Agency Section:
 Agency Code:

Overseeing Body - General Chart

INSTRUCTIONS: Provide information about the body that oversees the agency and to whom the agency head reports including what the overseeing body is (i.e. board, commission, etc.); total number of individuals on the body; whether the individuals are elected or appointed; who elects or appoints the individuals; the length of term for each individual; whether there are any limitations on the total number of terms an individual can serve; whether there are any limitations on the number of consecutive terms an individual can serve; and any other requirements or nuances about the body which the agency believes is relevant to understanding how the agency performs and its results.

Agency Submitting Report	Type of Body (i.e. Board, Commission, etc.)	# of Times per Year Body Meets	Total # of Individuals on the Body	Are Individuals Elected or Appointed?	Who Elects or Appoints?	Length of Term	Limitations on Total Number of Terms	Limitations on Consecutive Number of Terms	Challenges imposed or that Agency staff and the Body have faced based on the structure of the overseeing body	Other Pertinent Information
John de la Howe School	Board of Trustees	4 required; additional meetings called as needed. Board met 14 times during 2014.	9 board positions per statute; 8 currently filled.	Appointed	Governor	5 years	None specified	None specified	Questions on the independent status of this small agency have been periodically raised, and suggestions have been made to place the agency under DJJ or to consider other options.	The 1918 enabling legislation (59-49-10 thru 130) memorializes the 1797 will of Dr. John de la Howe granting his property to provide care and schooling for needy children and that the resources of the property shall be used for the care of the children and the development of the school. This statute also memorializes that the will has been upheld by the SC Supreme Court. To date, no viable option for consolidation has been presented that protects the legal stewardship responsibility of the Board of Trustees to ensure the provisions of the will are carried out.

Agency Name:
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Overseeing Body - Individual Members Chart

INSTRUCTIONS: Provide information about the individual members on the body that oversees the agency including their name, contact information, length of time on the body, profession and whether they are a Senator or House Member. The Major Program Areas Cross References Column should link the individual to the major program area, in the Major Program Areas Chart, in which the individual has a particular influence, if any, by way of serving on a subcommittee within the body, task force, etc. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Name of Individual on Body	Contact Information	Profession	Date First Started Serving on the Body	Last Date Served on the Body	Length of Time on the Body (in years)	Senator or House Member? (put Senate or House)	Major Program Areas Cross Reference
John de la Howe School	Barbara Devinney, J.D.	170 Tara Drive McCormick, SC 29835	Retired social services manager	6/27/2013	current	1.75 yrs.		Chair
John de la Howe School	Donna Moore Wesby	112 Indian Creek Trail Aiken, SC 29803	TV & radio host of Education Matters	6/27/2013	current	1.75 yrs.		Vice-Chair
John de la Howe School	Felicia S. Preston. Esq.	411 Aldershot Way Columbia, SC 29229	Business attorney	6/27/2013	current	1.75 yrs.		Secretary
John de la Howe School	Steven E. Lize, Ph.D.	15 Tindal Ridge Point Irmo, SC 29063	Research Professor of Social Work	6/14/2014	current	1.75 yrs		
John de la Howe School	Thomas R. Love	233 Moss Ave McCormick, SC 29835	Vounteer fire chief; former JDLH employee	4/16/2014	current	1 yr.		
John de la Howe School	Patricia Silva	1726 Carolina Dr. SW Aiken, SC 29801	Director of Special Education	2/19/2014	current	1 yr.		
John de la Howe School	Daniel B. Shonka	121 Springdale Court Central, SC 29630	Retired teacher and coach	4/16/2014	current	1 yr.		
John de la Howe School	Melissa A. Tilden	114 Sherwood Drive Laurens, SC 29360	Teacher's aide; substitute French teacher	2/4/2015	current	0 - new		

Major Program Areas Chart

Note:

- Key Performance Measures Cross References Column links major programs to the charts/graphs in the Key Performance Measurement Processes Section of the Restructuring Report.
- Legal Standards Cross References Column links major programs to the statutes, regulations and provisions they satisfy which are listed in the Laws Section of the Restructuring Report.

Agency Submitting Report	Program/Title	Purpose	FY 2012-13 Expenditures				FY 2013-14 Expenditures				Key Performance Measures Cross Reference	Legal Standards Cross References
			General	Other	Federal	TOTAL	General	Other	Federal	TOTAL		
John de la Howe School	I. Administration and Personal Service Superintendent	Provides executive leadership and policy governance for the agency, fiscal, human resource, advancement and development and procurement services as well as overall strategic direction.	5.67%	0.59%	% of Total Budget:	5.22%	4.84%	3.06%		4.49%		
John de la Howe School	II. Education	Accredited school providing middle through high school educational services to students in a residential treatment setting.	15.68%	60.72%	-0.06%	18.94%	7.92%	32.26%		12.68%		
John de la Howe School	III. Children's Services	Provides for the overall student safety and security, therapeutic counseling for students and families and mental and general healthcare										
	III.A. Residential Services		24.98%	5.70%	13.51%	23.38%	16.84%	13.39%		16.17%		
	III.B. Behavioral Health		5.73%	6.92%		5.76%	5.25%	4.04%		5.01%		
	III.C. Experimental Learning		2.13%	1.77%		2.08%	3.04%	3.12%		3.05%		
	III. D. Wilderness Camp		5.39%	2.57%		5.11%	33.61%	25.81%		32.09%		
John de la Howe School	IV. Support Services	Maintenance of physical plant including facilities and grounds to established standards/code. Fleet management, Food Service operations, and Housekeeping	13.84%	2.02%	86.56%	13.77%	9.02%	14.39%		10.07%		
John de la Howe School	V. Employee Benefits	Ensures that staff are fully compensated for services provided	17.20%	19.71%	-0.01%	17.19%	19.48%	3.93%		16.44%		
John de la Howe School	Capital project	Repair to Cafeteria Roof and Plumbing	9.38%	0.00%		8.55%	0.00%	0.00%		0.00%		
			100.00%	0.00%	100.00%	100.00%	100.00%	0.00%	0.00%	100.00%		

5050000	Land and Buildings
3000000	Toll Operations

[illegible]

Agency Name:
Agency Code:
Agency Section:

Legal Standards Chart

INSTRUCTIONS: List all state and federal statutes, regulations and provisos that apply to the agency ("Laws") and a summary of the statutory requirement and/or authority granted in the particular Law listed. Included below is an example, with a partial list of Laws which apply to the Department of Juvenile Justice and Department of Transportation. The agency will see that a statute should be listed again on a separate line for each year there was an amendment to it. Please delete the example information before submitting this chart in final form. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Statute/Regulation/Provisos	State or Federal	Summary of Statutory Requirement and/or Authority Granted
John de la Howe School	1	59-49-10 thru 130	State	Establishes the John de la Howe School to provide care and schooling for needy children and states the business, property, and affairs of the school must be under the control of board of trustees. This 1918 enabling legislation memorializes the 1797 will of Dr. John de la Howe granting his property for said use and that the resources of the property shall be used for the care of the children and the development of the school; that memorializes that the will has been upheld by the SC Supreme Court; and that authorizes the board of trustees to hire a superintendent to implement programs to meet the needs of children from all of South Carolina who for some urgent reason need to be separated from their home or community. (The property was originally in Abbeville County but is now in McCormick County due to boundary changes.)
John de la Howe School	2	R.114-590	State	DSS licensing regulations of residential group care organizations for children, carried out by Dept. of Social Services (DSS) to license JDLHS facilities.
John de la Howe School	3	59-1-10 et seq.	State	SC School Code focusing on requirements for traditional county school districts, some of whose provisions apply to JDLHS and some of which do not. Section Section 59-1-30 calls for liberal construction of sections so that general purpose of entire code may be advanced.
John de la Howe School	4	R.45-50 et seq.	State	SC education regulations focusing on requirements for traditional county school districts, some of whose provisions apply to JDLHS and some of which do not. See attached Monitoring Instruments identifying some regulations included in SDE accreditation review of JDLHS,
John de la Howe School	5	R.114-590 (C)(2)(h)(ii)	State	DSS licensing regulation that mandates staff-to-child ratio for facilities providing therapeutic services, requiring 1 staff for every 8 children during the day and a 1-to-10 ratio at night.
John de la Howe School	6	63-19-360(5)	State	[Applies to certain youth placed at JDLHS by DJJ.] DJJ statute requiring that staff on duty must be sufficient to provide for a juvenile-staff ratio adequate for custody, control, and supervision. Requires a minimum of two juvenile custodial officers on duty each shift, fully dressed, awake, and alert.
John de la Howe School	7	Proviso 7.21 (2014-2015)	State	Authorizes carryforward of unexpended Status Offender funds from Dept. of Education.
John de la Howe School	8	Proviso 7.2 (2014-2015)	State	Authorizes leasing of residences on campus to employees.
John de la Howe School	9	Proviso 7.3 (2014-2015)	State	Authorizes carryforward into current fiscal year the amount of deferred salaries and employer contributions earned in prior fiscal year for non-twelve month employees.
John de la Howe School	10	Proviso 7.4 (2014-2015)	State	Requires funds to be used to complete deferred maintenance on the residential cottages and to bring the school up to full capacity, to the extent possible.
John de la Howe School	11	Proviso 7.5 (2014-2015)	State	Authorizes Supt. of Education to appoint a COO for a 4-month period to provide technical assistance; requires Board to submit plan by 10/1/14, to include response to Inspector General review, and to submit quarterly progress reports.
John de la Howe School	12	Proviso 117.15 (2014-2015)	State	Provides allowance for residences and compensation restrictions that apply to agency head.

INSTRUCTIONS: List all reports, if any, the agency is required to submit to a legislative entity. Beside each include the following under the appropriate column: a) Name of the report; b) Legislative entity that requires the report; c) Law(s) that require the agency to provide the report; d) Stated legislative intent (from legislative entity, statute, regulation or other source) in providing the report; e) Frequency with which the report is required (i.e. annually, monthly, etc.); f) Approximate year the agency first started providing the report; g) Approximate cost to complete the report and any positive results from completing and submitting the report; and h) Method by which the agency receives, completes and submits the report (i.e. receive via emailed word document; log into or open program, enter data and click submit; etc.). Included below are examples of reports the agency may have to submit. The example does not include information in the columns under # of staff needed to complete the report; approx. total amount of time to complete the report and approx. total cost to complete the report, however the agency must complete these columns when submitting this chart in final form. Please delete the example figures before submitting this chart in final form, unless it applies to the agency, in which case ensure the information about those reports is complete. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Report Name	Legislative Entity Requesting Report	Law Requiring Report	Stated Intent of Report	Year First Required to Complete Report	Reporting Freq.	# of Days in which to Complete Report	Month Report Template is Received by Agency	Month Agency is Required to Submit the Report	Cost to Complete Report			Positive Results of Reporting	Method in which Report Template is Sent to Agency (i.e. via email;	Format in which Report Template is Sent to Agency	Method in which Agency Submits Completed Report (i.e. email; mail; click submit on web based form;	Format in which Agency Submits Completed Report (word, excel)
											# of Staff Members Needed to Complete Report	Approx. Total Amount of time to Complete Report	Approx. total Cost to Agency to Complete (considering staff time,					
John de la Howe School	1	Restructuring Report	House Legislative Oversight Committee	1-30-10(G)(1)	Increased Efficiency	2015	Annually	30	February	March	10 + 8 Board Members	___ hours	\$___ plus volunteer time	TBD	Email and Hardcopy	Word and Excel	Email and Hardcopy	Word and Excel
John de la Howe School	2	Progress Reports	Final Budget	Proviso 7.5 of 2014-15 session	Progress in addressing enrollment and accreditation under new agency leadership.	2014	Quarterly	90	N/A	N/A	5 + Board Chair (volunteer)	75 hours per report; 300 hours per year	\$___ plus volunteer time	TBD	N/A	No template.	Email and Hardcopy	Word
John de la Howe School	3	Response on Proviso 7.5	Final Budget	Proviso 7.5 of 2014-15 session	Response to Inspector General's review; assessment of administrative practices; comparison of costs for private company to provide technology and facilities management.	2014	Once - Oct. 2014	90	N/A	N/A	5 + Board Chair (volunteer)	___ hours	\$___ plus volunteer time	TBD	N/A	No template.	Email and Hardcopy	Word

Agency Audit/Review Chart

Note: All audits are not the result of suspicious activity or alleged improper actions. Often times regular audits are required by statute regulation or an agency's standard operating procedure simply as a method of ensuring operations are staying on track.

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Agency Name:
Agency Code:
Agency Section:

Personnel Involved Chart

INSTRUCTIONS: List the name of all personnel at the agency who were consulted or performed work to obtain the information utilized when answering the questions in these reports, their title and their specific role in answering the question (i.e. searched the agency documents, asked for information because they are in charge of the department, etc.) Please delete the example information and instructions row before submitting this chart in final form. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Name	Phone	Email	Department/Division	Title	Question	Role in Answering Question
John de la Howe School	Dr. Danny Webb	864-391-0414	danny.webb@delahowe.k12.sc.us	Administration	President		
John de la Howe School	Barbara Devinney, JD	864-391-2744	bdevinney@wctel.net	Board of Trustees	Board Chair		
John de la Howe School	Steve Lize, Ph.D.	803-777-0939	steve.lize@sc.edu	Board of Trustees	Board Member		
John de la Howe School	Viola R. Faust	864-391-0418	viola.faust@delahowe.k12.sc.us	Business Operations	Director		
John de la Howe School	Jonathan Rose	864-391-0426	jonathan.rose@delahowe.k12.sc.us	Educational Services	Principal		
John de la Howe School	Dan Branyon	864-391-0424	branyon.dan@delahowe.k12.sc.us	Advancement and Development	Director		
John de la Howe School	April Coley	864-391-0512	april.coley@delahowe.k12.sc.us	Behavioral Health Services	Lead Clinical Therapist		
John de la Howe School	LaTonya Leverette	864-391-0417	latonya.leverette@delahowe.k12.sc.us	Admissions	Admissions Coordinator		
John de la Howe School	Janet Jackson	864-391-0501	janet.jackson@delahowe.k12.sc.us	Student & Family Services	Interim Director		
John de la Howe School	Zebulon Young	864-391-0430	zebulon.young@delahowe.k12.sc.us	Human Resources	Director		
John de la Howe School	James Franklin	864-391-0452	james.franklin@delahowe.k12.sc.us	Educational Services	Consulting Superintendent		
John de la Howe School	Coleen Starling	864-391-0414	coleen.starling@delahowe.k12.sc.us	Administration	Executive Administrative Assistant		Researched files and typed charts: Overseeing Body; Key Stakeholders; Personnel Involved.
						Sample answer:	
						V.B.1.	Typed out the list of all electronic databases and document management systems the agency uses.

John de la Howe Cost Estimate Summary

1. Administration building	\$1,767,415.91
2. Barn	\$161,691.04
3. Cafeteria	\$196,028.21
4. Chapel	\$185,632.28
5. Cottages	\$821,533.78
6. Family Center	\$454,137.94
7. Infirmary	\$251,765.48
8. School	\$185,317.63
9. Superintendent's House	\$26,708.14
10. Wilderness Camp Dining & Administration Facility	\$47,473.79

TOTAL \$4,097,704.20*

*Please refer to the following pages for additional breakdown per building. *These estimates are based on 2015 costs. Please assume 3% to 5% escalation annually for future costs.*



1. Administration Building

Exterior

Clay Tile Roof Replacement **\$218,355.00**
100% replacement for existing clay tile roof. See breakdown of individual components in the roof assessment chapter authored by Shepard & Associates.

Masonry Brick Veneer **\$4,410.00***
*Clean/ repoint/ repair existing masonry. Assumes 500 sf (at \$4.90 sf) for base building conditions. Includes additional 160 sf for masonry brick veneer toothed in to existing coursing at proposed chimney demolition. *It should be determined if the existing through wall mechanical units will be used in future, if not allow for 6 sf of infill toothed-in per each opening. Approximately 40 (240sf) in total.*

Interior

Finishes

- | | | |
|--|------------|-------------|
| 1. Repair plaster | \$7.25 sf | \$11,890.00 |
| • Plaster repair at auditorium(440 sf) & remainder of building (1200 sf) | | |
| 2. Repaint interior walls | \$0.25 sf | \$410.00 |
| • Assumes minimum 1640 sf (including repaired plaster area) | | |
| 3. Repair damaged wall base | \$2.25 lf | \$1687.50 |
| • Assumes minimum 750 lf replacement | | |
| 4. Replacement of carpet | \$20.00 sy | \$13,424.45 |
| • Assumes 100% replacement in all non-auditorium spaces(18,123 sf) | | |
| 5. Replacement of vinyl flooring | \$2.25 sf | \$6,750.00 |
| • Assumes 100% replacement auditorium (3,000 sf) | | |
| 6. Added cost to remove and reinstall existing seating | | \$1,500.00 |
| • Assumes four person team over one week | | |
| 7. Replacement of wood sub-floor | \$2.00 sf | \$1,200.00 |
| • Assumes 20% replacement of existing sub-floor (600 sf). | | |
| 8. Replace damaged ceiling tiles | \$2.00 sf | \$15,978.40 |
| • Assumes 30% replacement at first floor (3858.45 sf) and 50% at second floor (4130.75 sf) | | |
| 9. Replace damaged wood treads | \$50 each | \$100.00 |

Vertical Transportation **\$107,500.00***

*Hydraulic Elevator, Two (2) stop, 3500 lb car @125 fpm (\$80,000.00 per unit). * Includes an additional \$20K for excavation of pit and select demolition in the existing building along with construction of the hoistway as well as an additional \$7.5K for Mechanical and electrical requirements.*

Electrical and Mechanical Systems

Repair electrical items outlined in electrical chapter	\$151,000.00
Repair HVAC items outlined in mechanical chapter	\$200,000.00
Replace Fire Sprinkler at attic outlined in mechanical chapter	\$55,000.00



1. Administration Building cont'd

Code Compliance	\$157,841.07
<i>To address miscellaneous items not specifically identified (assumes 20%)</i>	
General Contractor	
<i>General Contractor General Conditions (20%)</i>	\$189,409.28
<i>General Contractor Service Fee (8%)</i>	\$90,916.46
<u>Sub Total Construction Cost</u>	<u>\$1,227,372.16</u>
Design Contingency (20%)	\$245,474.43
<u>Total Construction Cost</u>	<u>\$1,472,846.59</u>
Soft Costs	\$294,569.32
<i>Includes design fees, third party testing and miscellaneous owner expenses (assumes 20%).</i>	
<u>Total Project Cost (inclusive of soft costs)</u>	<u>\$1,767,415.91</u>

2. Barn***Exterior***

Wood Cornice/ Soffit	\$1,200.00
<i>Repair finish wood soffit at gable ends total of (120 sf at 10 sf)</i>	
Electrical and Mechanical Systems	
Repair electrical items outlined in electrical chapter	\$36,000.00
Repair HVAC items outlined in mechanical chapter	\$30,000.00
Repair plumbing items outlined in mechanical chapter	\$5,000.00
Code Compliance	\$14,440.00
<i>To address miscellaneous items not specifically identified (assumes 20%)</i>	
General Contractor	
<i>General Contractor General Conditions (20%)</i>	\$17,328.00
<i>General Contractor Service Fee (8%)</i>	\$8,317.44
<u>Sub Total Construction Cost</u>	<u>\$112,285.44</u>
Design Contingency (20%)	\$22,457.09
<u>Total Construction Cost</u>	<u>\$134,742.53</u>



2. Barn cont'd

Soft Costs \$26,948.51
Includes design fees, third party testing and miscellaneous owner expenses (assumes 20%).

Total Project Cost (inclusive of soft costs) \$161,691.04

3. Cafeteria***Exterior*****Roof**

A separate project is underway to address the issues with the roof level where the mechanical equipment currently resides. The items listed below are not currently in the scope of work for the other study and should be considered.

Standing Seam Metal Cornice/ Soffit \$873.00
Provide continuous metal drip at soffit. Intent is to protect existing roof substrate of Overlay Strand Board (OSB). Currently this material is exposed at its most vulnerable condition. Total represents full building perimeter (388 lf at \$2.25 lf). Existing shingles will need to be lifted to allow drip to be installed underneath.

Masonry Brick Veneer Repair

- | | | |
|---|-----------|----------|
| 1. Saw cut construction joint | \$1.25 lf | \$50.00 |
| • Provide four (4) joints total, each measuring 10'-0" high | | |
| 2. Provide exterior sealant at joints | \$2.00 lf | \$80.00 |
| 3. Repoint/ repair exist masonry | \$4.90 sf | \$509.60 |
| • Assumes 104 total sf to repair cracked masonry at the four corners of the building. | | |

Egress Repair

- | | | |
|--|----------------|-----------|
| 1. Install new front stair | \$1500 per run | \$1000.00 |
| • Assumes cost for demo of existing treads, install of precast treads and risers, repair and repaint existing metal stringers. | | |
| 2. Kitchen egress repair | | |
| • Assumes 40 sf of concrete infill | \$15.00 sf | \$600.00 |
| • Select backfill (4 cy) | \$30 cy | \$120.00 |
| • One (1) new hollow metal door | \$300 each | \$300.00 |

Electrical and Mechanical Systems

- | | |
|---|-------------|
| 1. Repair electrical items outlined in electrical chapter | \$39,000.00 |
| 2. Repair plumbing items outlined in mechanical chapter | \$45,000.00 |



3. Cafeteria cont'd

Code Compliance **\$17,506.52**
To address miscellaneous items not specifically identified (assumes 20%)

General Contractor
General Contractor General Conditions (20%) **\$21,007.82**
General Contractor Service Fee (8%) **\$10,083.76**

Sub Total Construction Cost **\$136,130.70**

Design Contingency (20%) **\$27,226.14**

Total Construction Cost **\$163,356.84**

Soft Costs **\$32,671.37**
Includes design fees, third party testing and miscellaneous owner expenses (assumes 20%).

Total Project Cost (inclusive of soft costs) **\$196,028.21**

4. Chapel***Exterior*****Roof Drainage System**

- | | | |
|---|---------|------------|
| 1. Install gutter | \$14 lf | \$2,240.00 |
| • Gutters installed at lower eave conditions only, total of 160 lf. | | |
| 2. Install downspouts | \$12 lf | \$1,920.00 |
| • Assumes four (4) downspouts per side at 20'-0" each | | |

Foundation Repair

- | | | |
|---|------------------|-------------|
| 1. Back hoe rental | \$1950 per month | \$1950.00 |
| • Assumes minimum one month rental period | | |
| 2. Excavation at building perimeter | \$25/ cy | \$10,370.00 |
| • Excavation (40'-0" x 70'-0" x 4'-0")/ 27ft ³ = 414 cubic yards | | |
| 3. Clean/ repoint/ repair exist masonry | \$4.90 sf | \$1,724.00 |
| • Assumes 40% repointing | | |
| 4. Positive side water proofing | \$7.00 sf | \$6,160.00 |
| 5. Backfill | \$7.00 cy | \$2,898.00 |
| 6. Fine grade site | \$1.50 sy | \$73.00 |
| 7. Hydroseed | \$0.75 sy | \$37.00 |



4. Chapel cont'd*Interior***Finishes**

- | | | |
|--|-----------|------------|
| 1. Repair plaster | \$7.25 sf | \$3,590.00 |
| • Plaster repair at underside of steeple (480 sf) & stair well (15 sf) | | |
| 2. Repaint interior walls | \$0.25 sf | \$250.00 |
| • Assumes minimum 1000 sf (including repaired plaster area) | | |
| 3. Repair damaged wall base | \$1.00 lf | \$162.50 |
| • Assumes 25% replacement at basement level only | | |
| 4. Replace damaged ceiling tiles | \$2.00 sf | \$516.00 |
| • Assumes 40% replacement at sanctuary and 100% at basement restrooms | | |

Electrical and Mechanical Systems

- | | |
|--|-------------|
| Repair electrical items outlined in electrical chapter | \$41,000.00 |
| Repair HVAC items outlined in mechanical chapter | \$10,000.00 |

Code Compliance \$16,578.10*To address miscellaneous items not specifically identified (assumes 20%)***General Contractor**

- | | |
|---|-------------|
| General Contractor General Conditions (20%) | \$19,893.72 |
| General Contractor Service Fee (8%) | \$9,548.99 |

Sub Total Construction Cost **\$128,911.31****Design Contingency (20%)** **\$25,782.26****Total Construction Cost** **\$154,693.57****Soft Costs** **\$30,938.71***Includes design fees, third party testing and miscellaneous owner expenses (assumes 20%).***Total Project Cost (inclusive of soft costs)** **\$185,632.28****5. Cottages***Exterior***Roof Drainage System**

- | | | |
|---|---------|-------------|
| 1. Install gutter | \$14 lf | \$27,216.00 |
| • Gutters installed at roof perimeter, total of 324 lf per cottage for six (6) cottages (Abbeville, Carolina, Hessie Morrah, Hester, Palmetto and Savannah) | | |



5. Cottages cont'd

- | | | | |
|----|---|---------|------------|
| 2. | Install downspouts | \$12 lf | \$8,832.00 |
| | <ul style="list-style-type: none"> • Assumes eight (8) downspouts per building at 12'-0" each • Savannah Cottage downspouts will be at 20'-0" each • Nickles Cottage needs downspouts only | | |

Masonry Brick Veneer Repair	\$1,764.00
<i>Repoint/ repair exist masonry. Assumes avg of 30 sf at \$4.90 sf per cottage for all twelve (12).</i>	

New Shingle Roof	\$28,728.00
<i>Install new Shingle roof. Assumes new substrate and architectural shingle at Hessie Morrah at \$5.25 sf.</i>	

Interior**Finishes**

- | | | | |
|----|---|-----------|-------------|
| 1. | Repair plaster | \$7.25 sf | \$26,100.00 |
| | <ul style="list-style-type: none"> • Plaster repair an average of 300 sf per building for all twelve (12). | | |
| 2. | Repaint interior walls | \$0.25 sf | \$1,500.00 |
| | <ul style="list-style-type: none"> • Assumes painting average of 500 sf per building for all twelve (12). | | |

Electrical and Mechanical Systems	\$274,200.00
<i>Repair electrical items outlined in electrical chapter. Average of \$22,850.00 per cottage for all twelve cottages with Hester Cottage requiring the most at \$35,500.00.</i>	

Code Compliance	\$73,368.00
<i>To address miscellaneous items not specifically identified (assumes 20%)</i>	

General Contractor	
General Contractor General Conditions (20%)	\$88,041.60
General Contractor Service Fee (8%)	\$42,259.97

Sub Total Construction Cost	\$570,509.57
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Design Contingency (20%)	\$114,101.91
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Total Construction Cost	\$684,611.48
--------------------------------	---------------------

Soft Costs	\$136,922.30
<i>Includes design fees, third party testing and miscellaneous owner expenses (assumes 20%).</i>	

Total Project Cost (inclusive of soft costs)	\$821,533.78
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6. Family Center

Exterior

New Built-Up Roof

1. New BUR	\$11.25 sf	\$71,820.00
<ul style="list-style-type: none"> Assumes temporary removal and storage of existing HVAC condensers on roof and new flashing of all required penetrations. Disconnection and storage of existing equipment assumed to be \$4.00 sf. Existing system of collector boxes and downspouts would be reused. 		
2. Clean and Repair exist cast stone coping	\$5.00 lf	\$1,690.00
3. Counter flashing at coping and parapet	\$2.25 sf	\$760.50
4. Membrane roofing (vertical) at parapet	\$5.00 sf	\$6,760.00

New Shingle Roof

\$12,000

Install new Shingle roof. Assumes new arch shingles only at Storage Area at \$3.25 sf. Includes new flashing at roof intersection of Family Center

Roof Drainage System

1. Install gutter	\$14 lf	\$1,680.00
<ul style="list-style-type: none"> Gutters installed at eave condition of Storage Area, totaling 120 lf 		
2. Install downspouts	\$12 lf	\$864.00
<ul style="list-style-type: none"> Assumes total of six (6) downspouts at 12'-0" each 		

Interior

Finishes

1. New GWB at walls	\$4.75 sf	\$9,234.00
<ul style="list-style-type: none"> Replace a total amount of 1944 sf at floor directly below roof. 		
2. Repair plaster walls in northeast stair well	\$7.25 sf	\$10,440.00
<ul style="list-style-type: none"> Repair 1440 sf of wall in three story stair well 		
3. Repaint interior walls	\$0.25 sf	\$846.00
<ul style="list-style-type: none"> Assumes painting of 1944 sf. Of new gwb and 1440 of plaster. 		
4. Replace damaged ceiling tiles	\$2.00 sf	\$3,192.00
<ul style="list-style-type: none"> Assumes 25% replacement third floor (1,596 sf). 		

Electrical and Mechanical Systems

1. Repair electrical items outlined in electrical chapter	\$58,500.00
2. Repair HVAC items outlined in mechanical chapter	\$25,000.00
<ul style="list-style-type: none"> Added fire protection coverage 	

Code Compliance

\$40,557.30

To address miscellaneous items not specifically identified (assumes 20%)

General Contractor

General Contractor General Conditions (20%)	\$48,668.76
General Contractor Service Fee (8%)	\$23,361.00



6. Family Center cont'd

Sub Total Construction Cost	\$315,373.57
Design Contingency (20%)	\$63,074.71
Total Construction Cost	\$378,448.28
Soft Costs	\$75,689.66
<i>Includes design fees, third party testing and miscellaneous owner expenses (assumes 20%).</i>	
Total Project Cost (inclusive of soft costs)	\$454,137.94

7. Infirmary***Exterior*****Roof Drainage System**

- | | | |
|--|----------------|------------|
| 1. Install gutter | \$14 lf | \$3,500.00 |
| • Gutters installed at eave condition, total of 250 lf. | | |
| 2. Install downspouts | \$12 lf | \$1,296.00 |
| • Assumes nine (9) downspouts total at 12'-0" each | | |
| 3. Install new front stair | \$1500 per run | \$1,500.00 |
| • Assumes cost for demo of existing, forming cast in place stairs at 4'-0" high, matching tile at stair tread and reinstalling existing hand rail. | | |

Interior**Finishes**

- | | | |
|-------------------------------|-----------|------------|
| 1. Repair plaster walls | \$7.25 sf | \$1,087.50 |
| • Repair 150 sf of wall | | |
| 2. Repaint interior walls | \$0.25 sf | \$37.50 |
| • Assumes painting of 150 sf. | | |

Electrical and Mechanical Systems

- | | |
|--|-------------|
| Repair electrical items outlined in electrical chapter | \$35,000.00 |
| Repair items outlined in mechanical chapter | \$70,000.00 |
| • Includes both HVAC and plumbing | |



7. Infirmery cont'd

Code Compliance	\$22,484.20
<i>To address miscellaneous items not specifically identified (assumes 20%)</i>	
General Contractor	
<i>General Contractor General Conditions (20%)</i>	\$26,981.04
<i>General Contractor Service Fee (8%)</i>	\$12,950.90
Sub Total Construction Cost	\$174,837.14
Design Contingency (20%)	\$34,967.43
Total Construction Cost	\$209,804.57
Soft Costs	\$41,960.91
<i>Includes design fees, third party testing and miscellaneous owner expenses (assumes 20%).</i>	
Total Project Cost (inclusive of soft costs)	\$251,765.48

8. School***Exterior***

Finishes	\$750.00
<i>Repaint concrete exterior walls. Assumes painting of 600 sf at \$1.25 sf above entrances.</i>	
Electrical and Mechanical Systems	
<i>Repair electrical items outlined in electrical chapter</i>	\$82,000.00
Code Compliance	\$16,550.00
<i>To address miscellaneous items not specifically identified (assumes 20%)</i>	
General Contractor	
<i>General Contractor General Conditions (20%)</i>	\$19,860.00
<i>General Contractor Service Fee (8%)</i>	\$9,532.80
Sub Total Construction Cost	\$128,692.80
Design Contingency (20%)	\$25,738.56
Total Construction Cost	\$154,431.36



8. School cont'd

Soft Costs \$30,886.27
Includes design fees, third party testing and miscellaneous owner expenses (assumes 20%).

Total Project Cost (inclusive of soft costs) \$185,317.63

9. Superintendent's House*Exterior***Roof Drainage System**

- | | | |
|---|-----------|------------|
| 1. Install gutter | \$14 lf | \$1,120.00 |
| • Repair damaged portion at rear of house, total of 20 lf. | | |
| • Provide gutter and downspout at lower roofs, total of 60 lf | | |
| 2. Install downspouts | \$12 lf | \$576.00 |
| • Assumes four (4) downspouts total at 12'-0" each | | |
| 3. Repair/ correct roof flashing | \$2.25 lf | \$67.50 |
| • Assumes 30 linear feet at sun room. | | |

*Interior***Finishes**

- | | | |
|---------------------------------|------------|----------|
| 1. Replace exterior glazed door | \$600 each | \$600.00 |
| 2. Repair plaster walls | \$7.25 sf | \$543.75 |
| • Repair 75 sf of wall | | |
| 3. Repaint interior walls | \$0.25 sf | \$18.75 |
| • Assumes painting of 75 sf. | | |

Electrical and Mechanical Systems \$9,000.00

Repair electrical items outlined in electrical chapter

Code Compliance \$2,385.20

To address miscellaneous items not specifically identified (assumes 20%)

General Contractor

<i>General Contractor General Conditions (20%)</i>	\$2,862.24
<i>General Contractor Service Fee (8%)</i>	\$1,373.88

Sub Total Construction Cost \$18,547.32

Design Contingency (20%) \$3,709.46



9. Superintendent's House cont'd

Total Construction Cost	\$22,256.78
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Soft Costs	\$4,451.36
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Includes design fees, third party testing and miscellaneous owner expenses (assumes 20%).

Total Project Cost (inclusive of soft costs)	\$26,708.14
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10. Wilderness Camp Dining & Administration Facility**Exterior****New Shingle Roof**

- | | | |
|--------------------------------------|-----------|-------------|
| 1. Install new Shingle roof | \$3.25 sf | \$14,300.00 |
| • Assumes 4400 sf of arch shingle | | |
| 2. Provide 10% substrate replacement | \$1.50 sf | \$660.00 |
| • Allow 440 sf (10%) | | |
| 3. Repair/ correct roof flashing | \$2.25 lf | \$45.00 |
| • Assumes 20 linear feet at chimney. | | |

Roof Drainage System

- | | | |
|--|---------|------------|
| 1. Install gutter | \$14 lf | \$3,080.00 |
| • Provide gutter at eave conditions, total of 220 lf | | |
| 2. Install downspouts | \$12 lf | \$1,296.00 |
| • Assumes nine (9) downspouts total at 12'-0" each | | |

Interior**Finishes**

- | | | |
|--|-----------|-----------|
| 1. Replace ceiling tiles | \$2.25 sf | \$1417.50 |
| • Replace 30% of ceiling tile (630 sf) | | |
| 2. Repaint interior ceiling | \$0.25 sf | \$400.00 |
| • Assumes painting approximately 1600 sf. For dining hall. | | |

Code Compliance	\$4,239.70
------------------------	-------------------

To address miscellaneous items not specifically identified (assumes 20%)

General Contractor

<i>General Contractor General Conditions (20%)</i>	\$5,087.64
<i>General Contractor Service Fee (8%)</i>	\$2,442.07



10. Wilderness Camp Dining & Administration Facility cont'd

<u>Sub Total Construction Cost</u>	<u>\$32,967.91</u>
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Design Contingency (20%)	\$6,593.58
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<u>Total Construction Cost</u>	<u>\$39,561.49</u>
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Soft Costs	\$7,912.30
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Includes design fees, third party testing and miscellaneous owner expenses (assumes 20%).

<u>Total Project Cost (inclusive of soft costs)</u>	<u>\$47,473.79</u>
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John de la Howe School Response to EOC Report of January 4, 2016

Submitted January 14, 2016

The agency appreciates the involvement of representatives from several state agencies that participated in the EOC review of JDLH, and the Board and staff welcome the ongoing participation and technical assistance from each of these agencies. We especially appreciate the dedication of each representative to assist in the success of the agency and its service to at-risk youth.

In an effort to better represent how John de la Howe is fulfilling its mission of providing a safe place for children to heal, grow and make lasting changes, we offer the following input in response to the S.C Education Oversight Committee report dated January 4, 2016.

Physical Facilities Needs Omitted. While the report is thorough in programmatic respects, it ignores the physical condition of many of the buildings on campus. The agency has been describing the crumbling physical infrastructure of the facilities for several years, most recently in a *Facility Assessment and Recommendations* document compiled by a team of consulting engineers and architects in the spring of 2015. “The majority of buildings on the John de la Howe campus show significant signs of deterioration due to general neglect and deferred maintenance,” the report states. The influx of water is by far the primary culprit in the decline of the agency’s physical plant. The report recommends repairs totaling more than \$1.8 million. Yet, efforts to obtain the necessary funds have been thwarted. Just as the rural, farm environment contributes to a sense of calm and well-being and is part of the therapeutic approach for children who have faced trauma and challenges in the traditional school environment, the condition of the buildings sends a clear message to parents, children and visitors what the state thinks of the children who are served.

New Technology Plan Omitted. Without question the agency has faced numerous challenges with its Information Technology system due to budgetary constraints. However, the report fails to note the ANC Group was on campus several times in last six months of 2015 to assess the agency’s network and infrastructure needs, especially those related to L.S. Brice School here on our campus. At the advice of the Department of Education, Computer Logic Group (CLG) is now hosting the agency’s server. PowerSchool is fully functional at L.S. Brice, having now been upgraded from Version 7.11 to Version 8.3 to Version 9.0 and now Version 9.2. It is also noteworthy that a 2016-2018 Technology Plan has been written and approved by Dr. Danny R. Webb, President. Wi-Fi is now available in classrooms at L.S. Brice. The agency has also adopted a new Information Security Handbook, finalized in December, 2015 in an effort to protect the agency’s information from unauthorized disclosure, misuse, alteration or destruction in a manner meeting risk management expectations.

Renewed Agriculture/Marketable Skills Emphasis Omitted. We agree with the report’s statement that the John de la Howe campus and acreage is ideal for consideration as a teaching “laboratory” for the growing field of sustainable agriculture. This is one reason that, in the past year, the agency has restored its greenhouse and placed it back into operation. Under the leadership of agriculture instructor Mr. Frank Dorn, who joined the school faculty in February of

2015, students planted and cultivated a wide variety of beautiful spring plants and also fall plants. Students helped sell these to the surrounding community, while some of the plants were added around campus to enhance the beauty of our grounds. Students have worked with Mr. Dorn in upgrading our herd of beef cattle this past fall. Students have assisted in milling lumber cut on our acreage, which in turn was used by volunteers, assisted by students, in upgrading the horse barn used in our Wilderness Program. Currently, volunteers and students are using John de la Howe lumber to replace a dilapidated roof on a building that will soon serve as a recreation room for students.

Tracking Transient Students. As one of the state's smallest agencies, John de la Howe School suffered greatly from the recent recession. Major budget cuts between 2009 and 2011 eliminated funding used to support the agency's client-tracking system used to generate reports. Due to the transient nature of most of the students and families served by the agency, tracking their transition and reintroduction into society is challenging. Many of our families change addresses often, and follow-up mail used to try and track their progress is often returned and marked "Unable to Forward." Due to their financial challenges, many of these students do not have computer access, so normally that is not an option.

Recommendations in Process of Implementation. While there are several good recommendations, the EOC report fails to note that the agency has already been taking steps to implement them.

In May of 2014, the John de la Howe School staff and Board members met with Dr. Mark D. Weist, Director of the Clinical Community Program, Department of Psychology at the University of South Carolina and his team to consider a possible partnership to assess the agency's current treatment programs and marketing in an attempt to better provide services to potential students and families. This included evaluation of our clinical practices to ensure they are evidence based, effective and providing measurable outcomes. Dr. Weist and his team spent a day on our campus, meeting with our team. They left impressed with our agency and its commitment to children. Dr. Weist proposed to augment the work at John de la Howe at an annual cost of \$101,418. President Danny Webb was able to negotiate a lower cost of \$62,333, but our Board regretfully concluded the cost was too high considering the agency's challenges in funding.

In January of 2016 the agency is contracting with a Licensed Professional Counselor in Behavioral Health and Clinical Services, Mr. Alfred Thomas Jr. to provide administrative clinical services. This will include review and endorsement of Initial Clinical Assessments (ICA) by our Clinical Therapists, review and endorsement of Medical Necessity Statements completed by our Clinical Therapists, review and endorsement of Individualized Plans of Care (IPC) and review and endorsement of Individualized Group and Family progress notes completed by our Clinical Therapists.

It should also be noted that up until January of 2015, the agency had a Licensed Professional Counselor, Mrs. Cherry Brown, on staff to provide these services.

Recommendations Considered to be Non Feasible. There are also some EOC report recommendations that have already been explored and identified as not being feasible. Examples include:

- Suggestion that all students attend the McCormick Schools rather than provide educational services on campus. In the past decade, the McCormick County Schools and McCormick County have undergone extensive planning and construction of new school facilities, now co-located on one campus south of the town of McCormick. That planning took into account the century-long relationship the district has had with the John de la Howe School, with the few residential students in grades 11 and 12 attending classes at McCormick High School and with McCormick High School serving as the diploma-granting entity.

Like schools in many rural counties, McCormick County Schools struggle with limited funding, challenges in recruiting qualified teachers, and challenges in retaining a superintendent. In 2014, the South Carolina Supreme Court, in *Abbeville County School District v. State*, declared, "South Carolina's education funding scheme is a fractured formula denying students ... the constitutionally required opportunity." The State Senate and House have each convened committees to develop proposals to amend the formula. McCormick schools have also faced challenges in testing and performance measures. While McCormick High School has been able to accommodate five to ten 11th and 12th graders annually from JDLH over the years, it is ill-prepared to handle an additional 50-70 youth with emotional and behavioral challenges whose residential tenure in McCormick County can only be considered transient.

JDLH is the only public school in the state that accepts students who have been expelled from their home schools. McCormick Schools would not be able to accept students who have been expelled from other schools. Providing direction to students with behavioral problems is much different than providing educational services to the traditional student.

DJJ management of the agency would not be a good fit as it would mix children with behavioral issues with children involved in criminal activities. Also, if DJJ were to operate the facility, the nonprofit McCormick Children's Home located on the campus would be unable to maintain its DSS license and temporary shelter services for young children would be lost to the area. The county is already home to a maximum security prison and does not want another criminal justice facility.

JDLH Restructuring Report Not Referenced. Prior to the onsite visit by EOC staff and other agency representatives, it was recommended they read the agency's Restructuring Report that had been submitted to the House Legislative Oversight Committee. The Restructuring Report very thoroughly discussed various options for closer affiliation or consolidation with other state agencies. Nevertheless, this report was not cited or appended, and none of the information was reflected in the EOC report.

Oversight Unwarranted. Additional reviews this past year by the State Board of Education and its Policy & Legislative Committee have not led to any suggestions that additional oversight is needed.

The Board of Trustees, the agency head and the executive staff of the agency are not persuaded by any finding in the report that would warrant “oversight” by another entity beyond the monitoring and technical assistance already in place. The agency is happy to continue providing services to our students and families under the direction of our current leadership, which over the past two years has made great progress in getting the agency back on its feet

The agency already receives regular monitoring by several state and federal agencies, including SDE, DSS, DHEC, State Fire Marshall, and independent audit reviews.

The agency already receives technical assistance from staff of Federal and State Accountability at SDE and the State Fiscal Accountability Authority (formerly Budget & Control Board). The agency regularly coordinates with DMH and DJJ.

In conclusion, the Board of Trustees is confident in the direction of current leadership staff in bringing about positive changes on campus, attending to the needs of the facilities and students commensurate with the level of funding available, and in addressing any deficiencies. The Board is confident in and appreciative of the dedication and commitment of teachers and other support staff throughout the agency in serving the needs of these special children. The Board of Trustees is also mindful of its legislatively-mandated stewardship responsibility for maintaining the property for the benefit of McCormick County. The agency encourages the legislature to provide adequate funding to improve the facilities and to meet the DSS-mandated staffing ratios so that additional at-risk children and youth who are struggling in their home schools can benefit from services available at John de la Howe.



Nikki R. Haley, Governor
Marcia S. Adams, Executive Director

DIVISION of STATE HUMAN RESOURCES
Kim Aydlette, Director
8301 Parklane Road, Suite A220
Columbia, SC 29223
803.896.5300
803.896.5050 fax

April 7, 2016

Dr. Zebulon D. Young
Director, Human Resources
John De La Howe School
192 Gettys Road
McCormick, SC 29835

Dear Dr. Young:

The results of the audit of your delegated transactions from July 1, 2014 to June 30, 2015 are attached. Thank you for your assistance during the audit.

Should you have any questions regarding your agency's audit results, please feel free to contact me at 803-896-5086.

Sincerely,



Christopher D. Gregg
Senior HR Consultant

Enclosures

cc: Dr. Danny R. Webb, President

RECEIVED

APR 08 2016

HUMAN RESOURCES

South Carolina Department of Administration
1200 Senate Street, Suite 460 Columbia, SC 29201
Post Office Box 2825, Columbia, SC 29211

Ph: 803.734.8120
Fx: 803.734.9002
www.admin.sc.gov



HIRE ABOVE MINIMUM DELEGATION AUTHORITY
John De La Howe School
April 7, 2016

- I. Audit Period Covered: July 1, 2014 – June 30, 2015
- II. Auditors: *Christopher Greggs*
- III. Delegated Hire Above Minimum Actions: Printouts on file with OHR
7/1/14 - 6/30/15
Number Hired Above Minimum: 26
Number of Actions Audited: 21
- IV. Sampling Size: 80.77%
- V. Purpose of Audit:
1. To determine if internal procedures are established for the review and documentation of delegated hire above minimum actions.
 2. To determine if the agency maintains an approved copy of the hire above minimum delegation agreement and all other correspondence related to its hire above minimum delegation program.
 3. To determine whether hire above minimum documentation is filed for ease of retrieval and review.
 4. To determine whether proper documentation exists for each hire above minimum action, to include:
 - A completed employment application with salary history and dates of employment
 - Position title, class code and slot to include internal title, if used
 - Pay band and salary range
 - Proposed salary above minimum
 - Agency average salary, internal title average salary
 - Statewide average salary, if applicable
 - Justification statement to include not only that the applicant exceeds the minimum requirements, but also a description of why the salary is needed to hire the individual (e.g., market, recruiting/retention difficulties, most qualified and little time needed for training, etc.)
 - Hire date
 - Authorized signature and date of approval

5. To determine whether actions are approved prior to the hire date of the applicant.
6. To determine whether actions are true new hires, or whether another action code, such as promotion, demotion, or transfer is appropriate.
7. To determine whether recommendations from previous audits have been implemented.

VI. Findings:

1. The agency able to produce its copy of the hire above minimum delegation agreement.
2. This section summarizes the documentation for each hire above minimum action. There were a total of 21 hire above minimum actions audited.
 - **Completed Application Including Employment Dates** – 100% or 21 out of the 21 actions audited had a completed application including employment dates.
 - **Title/Class (including internal title)** – 100% or 21 out of the 21 actions audited had the title/class.
 - **Pay Band/Salary Range** - 100% or 21 out of the 21 actions audited had the pay band and salary range.
 - **Proposed Salary Above Minimum** - 100% or 21 out of the 21 actions audited had the proposed salary and percentage above minimum.
 - **Average Salary Data** - 100% or 21 out of the 21 actions audited had average salary data.
 - **Justification Statement of HAM** - 100% or 21 out of the 21 actions audited had an adequate justification statement.
 - **Approval Date on or Prior to Hire Date** – 85.71% or 18 out of the 21 actions audited had the approval date on or prior to the hire date.
 - **Authorized Signature & Approval Date** - 100% or 21 out of the 21 actions audited had an authorized signature and/or approval date.
 - **New hires coded appropriately** - 100% or 21 out of the 21 actions audited were coded correctly as a new hires.

VII. Recommendations:

- ^ **Completed Application including Employment Dates** - No Recommendations.
- ^ **Title/Class (including internal title)** - No Recommendations.
- ^ **Pay Band/Salary Range** - No Recommendations.
- ^ **Proposed Salary Above Minimum** - No Recommendations.
- ^ **Average Salary Data** - No Recommendations.
- ^ **Justification Statement of HAM** - No Recommendations.

- ^ **Approval Date on or prior to Hire Date** – Ensure that all actions are approved before the effective date.
- ^ **Authorized Signature & Approval Date** - No Recommendations.
- ^ **Did Employee Come from Other State Agency** - No Recommendations.
- ^ **Delegation Contract on File** - No Recommendations.

VII. Summary:

We appreciate the continued dedication to maintaining sound documentation for these records. To further enhance the justification statements, please tie together all factors considered to the recommended salary. In addition, please ensure that all actions are approved on or prior to the effective date of the hire. Continued focus on the implementation of the recommendations made in this report will strengthen this agency's hire above minimum delegation in the future. Overall, excellent audit results.

CLASSIFICATION DELEGATION AUTHORITY

John De La Howe School

April 7, 2016

- I. Audit Period: July 1, 2014 thru June 30, 2015
- II. Auditors: *Christopher D. Greggs*
- III. Delegated Reclassification Actions: Printouts on file with OHR
7/1/14 - 6/30/15
Total Number of Reclassifications: 3
Total Number of Actions Audited: 3
- IV. Sampling Size: 100%
- V. Purpose of Audit:
 - 1. To determine if internal procedures are established for the review and processing of delegated classification actions.
 - 2. To determine if the agency maintains an approved copy of the classification delegation agreement and all other correspondence related to its classification delegation program.
 - 3. To determine whether delegated position descriptions are filed for ease of retrieval and review.
 - 4. To determine whether the job duties on the position description are appropriate to the classification of the position.
 - 5. To determine whether the position descriptions include: internal titles (if used), essential and marginal functions, percentages of time spent on each job duty, and appropriate coding and signatures.
 - 6. To determine whether the class code and position number is correct on each position description.
 - 7. To determine if authorized or effective dates on position descriptions fall on or after the approval date.
- VI. Findings:
 - 1. The agency able to produce a copy of the classification delegation agreement.

2. The agency had % or out of the 3 actions that were appropriately classified.
3. Out of the position descriptions audited the following was noted:
 - **Appropriate coding and signatures**
 - 100% or 3 out of the 3 had the appropriate coding and signatures
 - **Appropriate class code and position number**
 - 100% or 3 out of the 3 had the class code and position number.
 - **FLSA designation**
 - 100% or 3 out of the 3 actions audited had the FLSA designation
 - **State minimum training and experience**
 - 100% or 3 out of the 3 actions audited had minimum training and experience that at least met the State minimum classification specification
 - **Essential and marginal functions**
 - 100% or 3 out of the 3 actions audited had essential and marginal functions designated.
 - **Percentages of time spent on each job duty**
 - 100% or 3 out of the 3 actions audited had percentages of time that equaled 100%.
4. The agency had 100% or 3 out of the 3 actions audited that were approved before or on the effective date.
5. 0% or 0 out of the 3 classification actions audited were missing position descriptions.

VII. Recommendation(s):

- **PD/State Specification Comparison**
 - No Recommendations.
- **Minimum Training and Experience**
 - No Recommendations.
- **Essential & Marginal Functions**
 - No Recommendations.
- **Job Functions**
 - No Recommendations.
- **Coding & Signatures**
 - No Recommendations.
- **FLSA**
 - No Recommendations.
- **Class Code & Position #**
 - No Recommendations.
- **Approval Dates & Effective Dates**

- No Recommendations.
- **Missing Delegated Position Descriptions**
 - No Recommendations.
- **Agency maintain copy of classification delegation agreement**
 - No Recommendations.

VIX Summary:

It appears that the decisions made by the agency during this audit period regarding reclassification actions are sound. The agency is in compliance with the classification delegation agreement. Excellent audit results.

TEMPORARY SALARY ADJUSTMENT DELEGATION AUTHORITY

John De La Howe School

April 7, 2016

- I. Audit Period Covered: July 1, 2014 – June 30, 2015
- II. Auditors: *Christopher Greggs*
- III. Delegated Temporary Salary Adjustment Actions: Printouts on file with OHR
7/1/14 - 6/30/15
Number of Temporary Salary Adjustments: 2
Number of Actions Audited: 2
- IV. Sampling Size: 100%
- V. Purpose of Audit:
 - 1. To determine if internal procedures are established for the review and documentation of delegated temporary salary adjustment actions.
 - 2. To determine if the agency maintains an approved copy of the temporary salary adjustment delegation agreement and all other correspondence related to its temporary salary adjustment delegation program.
 - 3. To determine whether temporary salary adjustment documentation is filed for ease of retrieval and review.
 - 4. To determine whether proper documentation exists for each temporary salary adjustment, to include:
 - ^ Employee Name
 - ^ Current Class Title
 - ^ Current Salary
 - ^ Amount or % increase of the temporary salary adjustment
 - ^ Justification of additional responsibilities
 - ^ Effective Date
 - ^ Duration (* Not to exceed one year)
 - ^ Approval Signature and Date
 - 5. To determine whether actions are approved prior to the employee receiving a temporary salary adjustment.
 - 6. To determine whether an extension of the temporary salary adjustment beyond one year has OHR approval prior to the expiration date of the adjustment.



192 Gettys Road • McCormick, SC 29835 • (864) 391-0414 • www.delahowe.k12.sc.us

Progress Report to the Governor and Legislature

September 30, 2015

John de la Howe School's focus in the third quarter of the current calendar year continues to be providing a safe place for the at-risk children of our state to heal, grow and make lasting changes. Following is a report outlining the agency's progress since our last report dated June 30, 2015.

STAFF TRAINING: All John de la Howe School staff participated in a week of training in August prior to the beginning of the new school year. One highlight of the training was a visit by Inspector General Patrick Maley, who spoke to the importance of rehabilitating youth with behavior issues in a timely and cost effective manner. The Inspector General stressed changing youth with behavior challenges is much more beneficial than having the problems linger and create even bigger challenges as they advance in age. In the words of the late statesman Frederick Douglass, "It is easier to build strong children than to repair broken men."

ACTIVITIES: During the summer the school added a new activities director, who has been able to expose students to more programs and activities which serve as rewards for improved behavior. She was instrumental in the opening a new "store" which allows students to use "de la Howe bucks" awarded for good behavior to purchase refreshments, toiletries, personal items and other goods. In an effort to improve reading and writing scores on the annual ACT Aspire State Middle School Assessment, the activities program launched a book club to assist students in these areas. The school worked in conjunction with the McCormick County Library, applying for a grant that would give students access to the multiple copies of books necessary, while partnering with the library to implement humanities based book discussion.

GOVERNANCE: The L.S. Brice School 2015-16 year is off to a good start, serving more than 55 students as school begins. On Sept. 17 the school hosted a stakeholders meeting on campus to review progress and set goals for achievement in the coming year. On Sept. 22, seven members of the House Education Oversight Committee, including Executive Director Melanie Barton, Kenzie Riddle of House Ways & Means and Nicole Ivory, Dr. Shelley McGeorge, Anne Pressley and Donna Prevatt with the S.C. Department of Education, and Executive Director Melanie Gambrell of Beckman Mental Health visited our campus. During the meeting, the group reviewed John de la Howe School's intake procedures, looked at the total number of students served last year (121 who were served as John de la Howe residents and another 17 served as Abbeville School District day students) as well as the number served thus far this year, and estimated the cost per student served. The group reviewed the certification levels of all teaching staff and the degrees held by clinical staff providing therapy to John de la Howe students. Using unique identifiers, information was provided on each student being served.

MARKETABLE SKILLS: In a move to make the John de la Howe School farm more self sustaining, while also providing opportunities for youth to develop agricultural management skills, the agency took measures to begin establishing a crossbred herd of Hereford and Aberdeen Angus cattle. The foundation of the new herd is two purebred Hereford cows with heifer calves secured in September. This will allow for a more cost effective, high genetic based herd, and complement the Angus cattle already on campus.

SAFETY: A new emergency evacuation plan was created to ensure the safety of students and staff in the event of an emergency. The plan was approved by the John de la Howe School Board of Trustees at their September meeting. The fire marshall's regular visit took place Sept. 29 and the agency passed the inspection with only minor corrections required the same day.

HUMAN RESOURCES partnered with SC Works and the Workforce Investment Opportunity Act (WIOA) through GLEAMNS Human Resources Commission, Inc. to provide On-the-Job Training (OJT) opportunities for Adult and Dislocated Workers in the Upper Savannah Workforce Region, allowing the agency to provide meaningful work experiences while helping to rebuild the state's workforce.

DSS ANNUAL RELICENSING: The S.C. Department of Social Services was on campus for its annual inspection on Sept. 10. The agency was approved for relicensing to serve 120 children in the coming year. Ten of the twelve cottages are available for occupancy, with the other two in need of major repairs before they can be approved for service.

BUDGET: The John de la Howe School Board of Trustees met in September to review and approve the agency's budget requests for the 2016-17 year. The Board approved a request for non-recurring funds for deferred maintenance needs, including the funds needed to bring the two non-licensed cottages up to code in order to serve more children.

FACILITIES UPDATE: The bidding process to replace the cafeteria roof and plumbing opened Sept. 22 and will close Oct. 6. State engineers place the revised estimate for this project at between \$240,000 and \$280,000. The agency hopes to be able to begin construction by early December.

VISITS to the campus are always welcome. For questions, comments or to arrange a visit, please contact:

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Progress Report to the Governor and Legislature

December 31, 2015

In the final quarter of the 2015 calendar year, John de la Howe School continued to make advancements in our mission of providing a safe place for the at-risk children of South Carolina to heal, grow and make lasting changes. Following is a report outlining the agency's work since our last report dated September 30, 2015.

FACILITIES: The heavy rains and storms that caused flooding across much of the state in early October uprooted 15 trees, including a 150-year-old oak near the John de la Howe School administrative building. This resulted in downed power lines, leaving the campus without electricity for more 50 hours. Maintenance staff were joined by staff from other departments in clearing away the trees to restore order to the campus. Some students later assisted in splitting the wood for sale to the surrounding community, with proceeds going to the student activity fund. A bid has been approved and work is scheduled to begin on a new roof and plumbing upgrade for the school cafeteria. Work is scheduled to begin Jan. 4 and be complete within 75 days. The cafeteria in the Wilderness Program has been approved by the Department of Health and Environmental Control and will be serving meals to all students and staff on campus. A Greenville firm has submitted the winning bid to update the outdated alarm system for the cottages. The project is expected to begin in January.

PHILANTHROPY: The agency was successful in securing a grant of \$21,400 from The Self Family Foundation for the purchase and installation of an emergency generator. This will greatly assist the agency in providing heat, light and warm food for our students in the event of future power outages. Installation of the new generator is expected to begin this winter. For the 68th straight Christmas, four area Lions Clubs gathered for a Christmas party on our campus Dec. 10. Lions donated \$2,371 to the John de la Howe School Foundation, and West Carolina Tel announced they would match that gift dollar for dollar, bringing the total donation to \$4,742.

ACTIVITIES: A fundraiser held by the chair of the John de la Howe School Foundation Board of Directors, Mr. Temple Ligon, funded a day trip designed to reward 12 of our students for improved behavior. The day began with an early morning stop at the Cooper Library on the main campus of the University of South Carolina, where students were treated to a special tour of the library's rare books section. Then it was on to Beaufort County to tour Auldbrass, the only plantation ever designed by renowned architect Frank Lloyd Wright. Today the home of movie producer Joel Silver, the home is opened for tours one November weekend every two years. Next the students had lunch in Charleston, followed by a walking tour and a visit to City Hall, where Mayor Joe Riley stopped in to welcome them. From Charleston the group journeyed back to Columbia for their final stop, dinner provided by Columbia Mayor Steve Benjamin. A number of students, staff and members of the community participated in a John de la Howe School Talent Show held Nov. 19 in the school gymnasium. Prizes were awarded. On Nov. 18, participants in the Wilderness Program took part in a hunting trip to Mr. Gary Alexander's Anderson County farm, where one student harvested an eight point buck. Thus far this hunting season, Wilderness Program students have harvested a total of four deer.

EDUCATION: The agency received its School Report Card from the state Nov. 16. Our overall success rate in all subjects was 52%. Our absolute rating is At Risk and our growth rating is Excellent for the 2014 school year. In comparison, the Department of Juvenile Justice recorded an overall success rate in all subjects of 17%, while the McCormick County School District had an overall success rate in all subjects of 57.8%. Dr. James Franklin, Consulting Superintendent, attended a meeting of the Western Piedmont Education Consortium in Greenwood. Also attending were Mr. Roy Staley, Director of the Office of Federal and State Accountability; Ms. Melanie Barton, Director of the S.C. Education Oversight Committee; and Ms. Karla M. Hawkins, the new Deputy State Superintendent for the Division of Federal, State and Community Resources. Ms. Hawkins expressed to Dr. Franklin her willingness to provide any assistance she can to the agency. Ms. Barton noted the biggest crisis now facing school districts is a teacher shortage, as the state's colleges and universities are reporting a decline of approximately 20% in education majors.

COMPLIANCE: The Department of Health and Environmental Control was on campus Nov. 16 and conducted a spot inspection of the cafeteria. It was discovered the agency needed to submit a policy and procedure document in order to be in compliance with the state's food health policy. The document was submitted and accepted, and the cafeteria was found to be 100 percent in compliance and received an "A" rating. The agency continues to work closely with the Education Oversight Committee, providing them the information they have requested.

MARKETABLE SKILLS: The campus greenhouse cultivated and sold fall plants such as pansies, violas, ornamental kale and ornamental cabbage. Poinsettias were available during the Christmas season.

OCCUPANCY: The agency currently has six cottages occupied (two female, four male). The Wilderness Program reports an occupancy rate of 100% with two campsites full. The agency continues to maintain the required 8-1 student to staff ratio. We currently serve 62 students full-time on our campus along with an additional six students from Abbeville Alternative School, giving us a total of 68 students. From July 1 to the present we have served a total of 71 students in our program, plus the six from Abbeville. To date we have experienced six discharges.

HUMAN RESOURCES: The campus hosted 79 state employees from across South Carolina in a Certified Public Managers training course held Nov. 19.

VISITS to the campus are always welcome. For questions, comments or to arrange a visit, please contact:

Dr. Danny R. Webb, President
John de la Howe School
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McCormick, SC 29835
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danny.webb@delahowe.k12.sc.us



JOHN DE LA HOWE SCHOOL

*"Providing a Safe Haven for Children
to heal, grow and make a lasting change"*



Dr. Danny R. Webb
President

BOARD OF TRUSTEES

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June 30, 2015

Hon. Nikki Haley, Governor
Attn: James Burns, Chief of Staff
1205 Pendleton Street
Columbia, SC 29201

Hon. James H. Lucas
Speaker of the House
P.O. Box 11867
Columbia, SC 29211

Hon. Hugh K. Leatherman, Sr.
President Pro Tempore of the Senate
P.O. Box 142
Columbia, SC 29202

Hon. Molly Spearman
Superintendent of Education
1429 Senate Street
Columbia, SC 29201

Dear Sirs and Madam:

Attached please find a Progress Report sharing updates on John de la Howe School since our March 31, 2015 submission. It includes a report on facilities, measurement results through our most recent surveys, news about marketable skills training now under way on campus, recent measures taken to ensure the safety of our students, an event held to boost staff morale and show appreciation for service and a report on our governance, including the Inspector General's visit to our most recent Board meeting.

We fully understand it has been a busy summer, but we encourage elected officials to visit and tour the campus, as that provides a much clearer perspective on the value we are providing to at-risk youth and their families in South Carolina. We appreciate your support in this mission.

Sincerely,


Dr. Danny R. Webb, President


Barbara Devinney, Board Chair

cc: Sen. John E. Courson
Sen. Robert W. Hayes, Jr.
Sen. Floyd Nicholson
Rep. W. Brian White
Rep. Kenny Bingham
Rep. J. Anne Parks

Inspector General Patrick Maley
Dr. Traci Young Cooper, SBE Chair
M. Brenda Hart, EBO

drw:crs



192 Gettys Road • McCormick, SC 29835 • (864) 391-0414 • www.dclahowe.k12.sc.us

Progress Report to the Governor and Legislature

June 30, 2015

John de la Howe School's focus in the second quarter of the current calendar year continues to be providing a safe place for the at-risk children of our state to heal, grow and make lasting changes. Following is a report outlining the agency's progress since our last report dated March 31, 2015.

MARKETABLE SKILLS: Under the leadership of new Agriculture instructor Mr. Frank Dorn, the school retooled its greenhouse and produced a wide variety of flowers and vegetable plants. Some of these were offered for public sale, while others were used to help beautify the campus. Agriculture students were successful in clearing a park area on campus. Students in the school's Wilderness Program planted and maintained a vegetable garden and began selling produce to the public on June 24. Two students "walked" as graduates of nearby McCormick High School, while five eighth graders successfully completed the school's Wilderness Program and were reunited with their families back home.

SAFETY: A school resource officer, Mr. Steve Osborne, was added to the staff at L.S. Brice School, thus ensuring the school of a presence of law enforcement during school hours. Mr. Osborne has more than 30 years of experience in the law enforcement field, having recently retired from his position with the Greenwood County Parole Board. The agency was successful in securing an Automated External Defibrillator through a grant program offered by the Self Regional Healthcare Heart and Vascular Center. John de la Howe was one of ten applicants selected from a field of 45 applicants. Two staff members attended training for the new equipment, and training will also be offered for other staff.

STAFF ENGAGEMENT: A gathering of approximately 100, which included staff and guests, attended a new Rewards & Recognition Banquet held June 12. Several employees received awards for various levels of service. Awards were also presented for Employee of the Year, Residential Counselor of the Year, Teacher of the Year, Volunteer of the Year and Volunteer Group of the Year. Also honored were the agency's Ambassador of the Year and Rising Star Recipient. Drawings were held for door prizes. The entire evening was financed by donations and no taxpayer money was utilized. Each staff member, other than the executive team, went home with a door prize. The evening was a big success as the agency works diligently to improve staff morale.

EDUCATION: L.S. Brice School is currently exploring options for a possible online curriculum complemented by traditional instruction. The school is moving toward becoming a School of Choice. Two faculty members, Mr. Dondi Brown and Mr. Michael Austin, were recognized for achieving the school's highest EOC passage rate. Recognized as the "Teacher of the Year" at L.S. Brice was Mrs. Lynne Martin, who teaches Social Studies. EOC test scores are: US History-100%; English I- 29%; Algebra I-50%; and Biology-29%. At the June Board of Trustees meeting, a memorandum of agreement was approved to continue providing a collaborative Alternative Education Program for the Abbeville County School District for the coming school year.

MEASUREMENT: As the school year drew to a close, the agency conducted surveys of parents or guardians of former students, in addition to parents or guardians of current students.

Residential Program: Eighty-three percent of those responding thus far indicated they would refer a friend or family member to John de la Howe School. In the survey, 83 percent of those responding reported their child is now enrolled in school in their home districts. Sixty-eight percent rated their child's behavior as either good or average. Random comments included:

"Excellent school."

"Thank you John de la Howe!!! You made a difference in our lives."

"(BLANK'S) attitude has been completely different. He is very respectful to us now and appreciative of his family."

"My child mostly exhibits positive behavior. She is doing what she is told to do."

"(BLANK) played football this school year. He is talking to a recruiter for the Navy."

One parent of a former student responded by forwarding her daughter's report card for the end of the 2014-15 school year. She scored in the 90s on nine courses and also registered a 100 and an 88. A teacher's comment on the report card said, *"Pleasure to teach. Works hard in class."*

Wilderness Program: A few random findings from the June survey included:

- * Since enrolling in JDLH, my student's behavior has been: Good-50%, Average-40%
- * The improvements noted in our family life have been: Good-60%, Average-30%
- * Our family's ability to identify areas for growth have been: Good-90%, Average-10%
- * Our student's ability to get along with others has been: Good-80%, Average-20%
- * School's mission statement is reviewed with the parents: Strongly agree-80%, Agree-20%
- * School has high expectations for students: Strongly agree-80%, Agree-20%

Random comments included:

"What I like best about the school is the communication between staff and family."

"I appreciate the care and love the staff have for all of the children."

"What I like is they treat my child like one of their own."

"You have helped my child mature."

"The structure, supervision and mix of academics and life skills are what I like."

"What I like is the encouragement given to the students."

"The program teaches the kids to respect people and to do what they are supposed to do."

FACILITIES UPDATE: The Joint Bond Review Committee approved the recommendation of the State Engineering Office to authorize a new bid process for replacing the cafeteria roof and plumbing. Initial bids exceeded previous estimates, and the revised estimate approved by the Committee is \$351,300. Solicitation for new bids will begin in July. The next priority item for repairs is a new roof for the Administrative Building, which has experienced heavy rain damage for several years. A Facility Assessment study was completed and a meeting held in Columbia to discuss the preliminary report. The intent of the report is to catalogue building deficiencies and recommend strategies for remediation. The study found "the vast majority of buildings are degrading due to neglect" and that further deferral of these issues will lead to more damage and more costly repairs. An executive summary is being prepared to highlight the findings on structures such as the administration building, cafeteria, barn, chapel, cottages, family center, infirmary, school, laundry facility, pool, administrator's house and wilderness dining and administration facility. The summary will assist in preparation of the 2016-17 budget request. New railings were installed on several campus buildings to address OSHA requirements.

Repairs have been completed on an additional residential cottage and is expected to be licensed during the DSS annual relicensing review on July 17.

GROWTH: At this point of the year the agency has served 102 students, not including day students from the Abbeville School District. An additional 10 students will be placed prior to the start of the new school year in August.

HUMAN RESOURCES: A 96% completion rate on the agency's employee performance appraisals was recorded. Two new Clinical Therapists were recruited and hired this quarter to help with the counseling needs of our students. Human Resources continued to train new and recertify existing staff in first aid, CPR/AED and blood borne pathogens.

VOLUNTEERS: A host of volunteers from the surrounding community completed a barn for use in the school's Equestrian Program. Volunteers were also gracious in mentoring and tutoring students and in providing golf lessons for students in front of the Administration Building. Volunteers from the Savannah Lakes Rod & Gun Club solicited donations of fishing equipment and have started a fishing program for youth in residence.

BOARD UPDATE: At the June 25 meeting of the Board of Trustees, Dan Shonka of Central was elected chair of the Board of Trustees for the new fiscal year. He is a retired educator appointed to the Board by Gov. Haley in April of 2014. Board member Barbara Devinney, who had been chair since the spring of 2014, said she firmly supports the rotation of leadership among Board members, and that she will remain active on the Board and continue as the Board's liaison with the JDLH Foundation. New Board member Melissa Tilden of Laurens, appointed by Gov. Haley in February, attended a newcomer Board orientation sponsored by the SC School Boards Association in June. Eight of the Board's nine seats are now filled, with all members actively participating in meetings and other JDLH activities.

INSPECTOR GENERAL VISIT: State Inspector General Patrick Maley accepted President Danny Webb's invitation to attend the June 25 Board meeting and offered numerous positive comments. He described the agency's strategic plan as excellent and said the agency is well-positioned to accept referrals from DSS, DJJ and local education agencies as an intermediate treatment facility for youth with emotional, behavioral and academic problems. (see the attached news article for additional comments)

VISITS to the campus are always welcome. For questions, comments or to arrange a visit, please contact:

Dr. Danny R. Webb, President
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192 Gettys Road
McCormick, SC 29835
Office: (864)-391-0414 Mobile: (864)-941-7485
danny.webb@delahowe.k12.sc.us

6/27/2015 6:00:00 PM

IG at John de la Howe Board meeting; new chair named

Thanks for reading GwdToday - Everyday!

McCORMICK — Speaking at Thursday's meeting of the John de la Howe School Board of Trustees, State Inspector General Patrick Maley said it is important for South Carolina to treat troubled teens before they get into deeper trouble.

Maley told the trustees that state leaders are starting to understand the importance of investing in behavioral health problems early.

"Doing so prevents greater costs downstream, and the return on your initial investment is tenfold," Maley said.

The Inspector General, who had issued a report on the 218-year-old state owned school in late 2013, called John de la Howe School "a unique agency" that presented "a different fit" compared to most state agencies.

"I think the people of our state understand you better today," Maley added. "I'm surprised more people aren't breaking your doors down to get in."

The Inspector General stressed the importance of all 85 John de la Howe staff members remaining focused on the school's mission of providing a safe place for children to heal, grow and make lasting changes.

"You cannot take your existence for granted," he noted. "The state expects results. How you measure the changes you make in these kids can drive the public to support you. Whatever these measurement results are, they belong to every single person working at John de la Howe School."

Later in the meeting, some of the school's most recent measurement results were shared with the board. Just over 83 percent of parents responding to the John de la Howe School Student Aftercare Follow-Up Survey sent out earlier this month indicated they would refer a friend or family member to the school, according to Dan Branyon, Director of Advancement and Development at John de la Howe. The same percentage reported their child was attending school.

He shared how one mother had forwarded the most recent report card of her daughter, a student discharged from John de la Howe a year ago. The student had scores in the 90s on 9 of her 11 courses. The other scores were 100 and 88. One teacher had commented the student was a "pleasure to teach. Works hard in class."

Numerous comments from parents responding to the survey noted how much more positive their student's behavior was after returning home after their time at John de la Howe.

In other business, Dr. Danny R. Webb, President at John de la Howe, gave a report on pressing maintenance needs at the school. He said recent visits by engineers reveal "the vast majority of buildings are degrading" and need attention. Further deferral of the issues will only lead to more damage and more costs.



As an example, he spoke of the need to get the school's swimming pool back into commission. Trustee Tom Love, a former John de la Howe staff member, agreed, saying pool privileges are important in rewarding good behavior and challenging problem students to improve. The trustees agreed to further explore the cost of repairing the school or building a new one, whichever is most cost efficient. The board hopes fundraising efforts by the school's Foundation can assist with the project.

Board Chair Barbara Devinney said the school is in the midst of a multi-step process to conduct its annual performance evaluation of Dr. Webb. The results will be reviewed at a called trustee meeting Aug. 7.

"It's been my honor and privilege to work with Dr. Webb and the executive team this past year," Ms. Devinney said. "We appreciate all the support we've received as we've been going through a substantial rebuilding process."

Saying she firmly believes in the rotation of leadership among board members, Ms. Devinney said she thought it would be appropriate for a new board chair to be elected to take office with the school's new fiscal year, which starts July 1. She had served as chair since the spring of 2014.

Elected as the new trustee chairman of the school was Dan Shonka of Central, a retired educator who has been on the board since being appointed by Gov. Nikki Haley in April of 2014.

In his report to the board, Principal Jon Rose of the agency's L.S. Brice School pointed out his school had the highest score in the state on the U.S. History End of Course Examination this year, scoring 100 percent.

Love Letter to McCormick County

Dear Readers:

I want to extend a heartfelt thanks to each and every individual and organization in McCormick County that rallied to the support of John de la Howe School this past year.

Wonderful volunteers from Habitat for Humanity work with students in the Wilderness Program. The MACK partners with the school to provide arts programming, etiquette and personal leadership classes.

Bill Stein, a resident of Savannah Lakes Village, stepped forward in April to serve as unpaid volunteer coordinator and is involving others in helping. He's also helping students fulfill their desires to help the school. Students want to tell their stories to the community, and he's coaching them in public speaking skills and helping to arrange opportunities for them to speak.

McCormick County Council members have participated in planning sessions on campus and have talked with legislators about the importance of the school to the community.

Continuing supporters have redoubled their efforts, including McCormick Rotary Club, Lutheran

Church By The Lake, Good Shepherd Catholic Church and four local Lions Clubs.

The United Methodist Church of McCormick is now organizing golf lessons. The John de la Howe choir is being welcomed to multiple churches throughout the county on a rotating basis.

The children who come to John de la Howe from throughout the state have typically experienced considerable hardships and struggles. President Dr. Danny Webb and the leadership and staff of the school care deeply about providing a welcoming environment and promoting brighter futures for these special students. I know they are heartened by your good deeds and your good will.

The message you send from McCormick County is, "These are our kids." I can't thank you enough for your caring and your generosity. Bless you for welcoming these precious children and teens into our community and helping them to heal and to thrive.

**-Barbara Devinney, Chair
Board of Trustees
John de la Howe School**



**JOHN
DE LA
HOWE
SCHOOL**

*"Providing a Safe Haven for Children
to heal, grow and make a lasting change"*



Response to Education Oversight Commission Review Report of January 4, 2016

The agency appreciates the involvement of representatives from several state agencies that participated in the Education Oversight Commission (EOC) review of John de la Howe (JDLH), and the Board and staff welcome the ongoing participation and technical assistance from each of these agencies. We especially appreciate the dedication of each representative to assist in the success of the agency and its service to at-risk youth.

In an effort to better represent how John de la Howe is fulfilling its mission of providing a safe place for children to heal, grow and make lasting changes, we offer the following input in response to the S.C Education Oversight Committee report dated January 4, 2016.

Physical Facilities Needs Omitted. While the report is thorough in programmatic respects, it ignores the physical condition of many of the buildings on campus. The agency has been describing the crumbling physical infrastructure of the facilities for several years, most recently in a *Facility Assessment and Recommendations* document compiled by a team of consulting engineers and architects in the spring of 2015. "The majority of buildings on the John de la Howe campus show significant signs of deterioration due to general neglect and deferred maintenance," the report states. The influx of water is by far the primary culprit in the decline of the agency's physical plant. The report recommends repairs totaling more than \$1.8 million. Yet, efforts to obtain the necessary funds have been thwarted. Just as the rural, farm environment contributes to a sense of calm and well-being and is part of the therapeutic approach for children who have faced trauma and challenges in the traditional school environment, the condition of the buildings sends a clear message to parents, children and visitors what the state thinks of the children who are served.

New Technology Plan Omitted. Without question the agency has faced numerous challenges with its Information Technology system due to budgetary constraints. However, the report fails to note the ANC Group was on campus several times in the last six months of 2015 to assess the agency's network and infrastructure needs, especially those related to L.S. Brice School here on our campus. At the advice of the Department of Education (SDE), Computer Logic Group (CLG) is now hosting the agency's server. The PowerSchool data system is fully functional at L.S. Brice, having now been upgraded from Version 7.11 to Version 8.3 to Version 9.0 and now Version 9.2. It is also noteworthy that a 2016-2018 Technology Plan has been written and approved by agency President Dr. Danny Webb. Wi-Fi is now available in classrooms at L.S. Brice. The agency has also adopted a new Information Security Handbook, finalized in December 2015 in an effort to protect the agency's information from unauthorized disclosure, misuse, alteration or destruction in a manner meeting risk management expectations.

Renewed Agriculture/Marketable Skills Emphasis Omitted. We agree with the report's statement that the John de la Howe campus and acreage is ideal for consideration as a teaching "laboratory" for the growing field of sustainable agriculture. This is one reason that, in the past year, the agency has restored its greenhouse and placed it back into operation. Under the leadership of agriculture instructor Mr. Frank Dorn, who joined the school faculty in February of 2015, students planted and cultivated a wide variety of beautiful spring plants and also fall plants. Students helped sell these to the public, while some of the plants were added around campus to enhance the beauty of our grounds. Students have worked with Mr. Dorn in upgrading our herd of beef cattle this past fall. Students have assisted in milling lumber cut on our acreage, which in turn was used by volunteers, assisted by students, in upgrading the horse barn used in our Wilderness Program. Currently, volunteers and students are using John de la Howe lumber to replace a dilapidated roof on a building that will soon serve as a recreation room for students.

Tracking Transient Students. As one of the state's smallest agencies, John de la Howe School suffered greatly from the recent recession. Major budget cuts between 2009 and 2011 eliminated funding used to support the agency's client-tracking system used to generate reports. Due to the transient nature of most of the students and families served by the agency, tracking their transition and reintroduction into society is challenging. Many of our families change addresses often, and follow-up mail used to try and track their progress is often returned and marked "Unable to Forward." Due to their financial challenges, many of these students do not have computer access, so normally that is not an option.

Recommendations in Process of Implementation. While there are several good recommendations, the EOC report fails to note that the agency has already been taking steps to implement them

Therapeutic Services. In May of 2014, the John de la Howe School staff and Board members met with Dr. Mark D. Weist, Director of the Clinical Community Program, Department of Psychology at the University of South Carolina and his team to consider a possible partnership to assess the agency's current treatment programs and marketing in an attempt to better provide services to potential students and families. This included evaluation of our clinical practices to ensure they are evidence based, effective and providing measurable outcomes. Dr. Weist and his team spent a day on our campus, meeting with our team. They left impressed with our agency and its commitment to children. Dr. Weist proposed to augment the work at John de la Howe at an annual cost of \$101,418. President Danny Webb was able to negotiate a lower cost of \$62,333; however, the Board regretfully concluded the cost was too high to undertake at the time considering the agency's challenges in funding.

In January of 2016 the agency is contracting with a Licensed Professional Counselor in Behavioral Health and Clinical Services, Mr. Alfred Thomas Jr. to provide administrative clinical services. This will include review and endorsement of Initial Clinical Assessments (ICA) by our Clinical Therapists, review and endorsement of Medical Necessity Statements completed by our Clinical Therapists, review and endorsement of Individualized Plans of Care (IPC) and review and endorsement of Individualized Group and Family progress notes completed by our Clinical Therapists.

It should also be noted that up until January of 2015, the agency had a Licensed Master Social Worker, Mrs. Cherry Brown, on staff to supervise these services.

Defined Program. The agency has been working with the State Department of Education to develop a new Defined Program to address the unique educational needs of students served at John de la Howe, including those who are "over-aged and under-credited," are often several grade levels behind in reading, who present with emotional and behavioral challenges, and who are in temporary, short-term residence. Resources do not allow for the full range of academic offerings typically required of traditional schools or districts. The Defined Program will address the academic needs of the relatively small but special population served by JDLH while fulfilling accreditation requirements. JDLH anticipates completing the process with SDE for a new Defined Program status during spring 2016.

Teacher certification requirements are being met through contractual arrangements for online learning with credentialed teachers for courses where needed. Arrangements are currently in place with 1) SDE's SC Virtual Online Learning instruction for English, Entrepreneurship and Integrated Business Applications courses and 2) with EdOptions Academy for virtual instruction in Art, Spanish and PE – plus use of Edmentum's full course library. The agency has taken these steps, because of challenges with teacher recruitment and retention, being located in a rural area where the salaries are not competitive with the local school district. The L.S. Brice School also uses resources from EdMentum, provided via Plato, to serve at-risk students, as it encourages and assists parents in becoming more involved in their children's education with programs being accessible via the Internet.

The L.S. Brice School is on target to reduce all deficiencies by June 2016. With the recent hire of a physical education teacher, we have addressed the comprehensive health component required in our curriculum. We addressed financial literacy through middle school and high school mathematics, social studies and elective courses. L.S. Brice also added a music teacher for middle and high school in order to fulfill SC Department of Education requirements. Integrated Business Applications is the occupational exploratory course we are offering to high school students. Middle school students are offered Introduction to Careers and Academic Learning Strategies.

Recommendations Considered to be Non Feasible. There are also some EOC report recommendations that have already been explored and identified as not being feasible. Examples include:

- The suggestion that all students attend the McCormick Schools rather than provide educational services on campus. In the past decade, the McCormick County Schools and McCormick County have undergone extensive planning and construction of new school facilities, now co-located at one site south of the town of McCormick. That planning took into account the century-long relationship the district has had with the John de la Howe School, with the few residential students in grades 11 and 12 attending classes at McCormick High School and with McCormick High School serving as the diploma-granting entity. Like schools in many rural counties, McCormick County Schools struggle with limited funding, challenges in recruiting qualified teachers, and challenges in retaining a superintendent. In 2014, the South Carolina Supreme Court, in *Abbeville County School District v. State of South Carolina*, declared, "South Carolina's education funding scheme is a fractured formula denying students ... the constitutionally required opportunity." The State Senate and House have each convened committees to develop proposals to amend the formula. McCormick schools have also faced challenges in testing and performance measures. While McCormick High School has been able to

accommodate five to ten 11th and 12th graders annually from JDLH over the years, it is ill-prepared to handle an additional 50-70 youth with emotional and behavioral challenges who enter and leave throughout the school year and whose residential tenure in McCormick County can only be considered “transient.”

Further, JDLH is the only public school in the state that accepts students who have been expelled from their home schools. McCormick Schools would not be able to accept students who have been expelled from other schools. Providing direction to students with behavioral problems is much different from providing educational services to the traditional student.

- Management of the agency by the Department of Juvenile Justice (DJJ) would not be a good fit as it would mix children with behavioral issues with children involved in criminal activities. Also, if DJJ were to operate the facility, the nonprofit McCormick Children’s Home located on the campus would be unable to maintain its DSS license and temporary shelter services for young children would be lost to the area. The county is already home to a maximum security prison and does not want another criminal justice facility.
- Having JDLH serve as the alternative school for Abbeville, McCormick and other school districts. JDLH has been serving as the alternative school for Abbeville County Schools, via memorandum of agreement, for the past three years. McCormick Schools operate their own alternative education program, and JDLH has initiated conversations with Edgefield County Schools to provide alternative education. While the Abbeville contract contributes to the cost-effectiveness of JDLH’s educational and therapeutic programs while rebuilding its residential student population, limiting use of the facilities to traditional school hours (daytime M-F) would not maximize the use of the residential facilities and rural farm environment.
- Eliminating the L.S. Brice School but expanding the Wilderness Program. This suggestion ignores the fact that the Wilderness Program provides onsite teaching and educational services to students at the camp location under the auspices of the L.S. Brice School and the supervision of the principal. The Wilderness Program can be expanded relatively easily in the near term by opening two additional camps. We can explore the idea of opening the Wilderness to females upon further dialogue with the Department of Social Services. What is lacking is the required funding to meet DSS-mandated staffing ratios to serve additional youth.
- Expanding outreach to increase enrollment of students suspended or expelled from their home schools. Outreach has been expanded to the sources suggested, and the agency has placed five additional students in early January. An additional 20 applications are pending as of January 14, 2016. The agency is willing to additional outreach; however, as stated above, what is lacking is the required funding to meet DSS-mandated staffing ratios to serve additional youth.

JDLH Restructuring Report Not Referenced. Prior to the September 22, 2015, onsite visit by EOC staff and other agency representatives, it was recommended that they read the agency's Restructuring Report that had been submitted to the House Legislative Oversight Committee on March 30, 2015, and which very thoroughly discusses various options for closer affiliation or consolidation with other state agencies. Nevertheless, this report was not cited or appended, and none of the information was reflected in the EOC report.

Oversight Not Warranted. Additional reviews this past year by the State Board of Education and its Policy & Legislative Committee have not led to any suggestions that additional oversight is needed.

The Board of Trustees, the agency head and the executive staff of the agency are not persuaded by any finding in the report that would warrant "oversight" by another entity beyond the monitoring and technical assistance already in place. The agency is firmly committed to continue providing services to our students and families under the direction of our current leadership, which over the past two years has made great progress in getting the agency back on its feet.

The agency continues to receive regular monitoring by several state and federal agencies, including SDE, DSS, DHEC, State Fire Marshall, and independent audit reviews.

The agency continues to receive technical assistance from staff of Federal and State Accountability at SDE and the State Fiscal Accountability Authority (formerly Budget & Control Board). The agency regularly coordinates with DMH and DJJ.

In conclusion, *the Board of Trustees is confident in the direction of current leadership staff in bringing about positive changes on campus, attending to the needs of the facilities and students commensurate with the level of funding available, and in addressing any deficiencies. The Board is confident in and appreciative of the dedication and commitment of teachers and other support staff throughout the agency in serving the needs of these special children. The Board of Trustees is also mindful of its legislatively-mandated stewardship responsibility for maintaining the property for the benefit of McCormick County.*

The agency encourages the Legislature to provide adequate funding to improve the facilities and to meet the DSS-mandated staffing ratios so that additional at-risk children and youth who are struggling in their home schools can benefit from services available at John de la Howe.



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Progress Report to the Governor and Legislature

March 31, 2015

John de la Howe School's focus in the first quarter of the current calendar year continues to be providing a safe place for the at-risk children of our state to heal, grow and make lasting changes. Following is a report outlining the agency's progress since our last report dated December 30, 2014.

STUDENT RECRUITMENT: To date this 2014-15 school year, JDLHS has served a total of 84 students (those who live on campus) plus an additional 15 Abbeville School District day students for a total of 99. As of today, we have 51 students agency-wide residing on campus and 13 Abbeville day students for a total of 64.

EDUCATION: The agency was accepted as the newest member of the Western Piedmont Education Consortium headquartered in Greenwood. JDLHS joins 12 area school districts in networking and training to improve our teaching and service to our students and their families. A new agriculture teacher, Mr. Frank Dorn, joined our staff and is taking the lead in work force training for our students. Our school leadership was active in recruiting for future staff additions as well.

ACCOUNTABILITY TO LEGISLATURE: In late January, agency representatives along with nearly two dozen stakeholders appeared before the House Ways and Means Subcommittee on Special Schools. In early March the agency appeared before the Senate Finance K-12 Budget Subcommittee. Progress over the past year and the JDLHS financial status were shared with each body. The Senate panel was able to visit our campus last fall and we again extended an invitation to the House subcommittee in hopes they will also be able to visit soon.

COMMUNITY SUPPORT: The agency continues to enjoy widespread support locally and from other parts of the state. Since January of 2014, our Foundation has received donations totaling more than \$31,000 to assist in serving our students. Volunteers from Habitat for Humanity continue to spend each Wednesday assisting with upgrades to our campus, the most recent being upgrades to the horse barn used in our equine program. To honor these volunteers, our Foundation hosted an appreciation breakfast in February. March 29 was observed as John de la Howe Day at the McCormick United Methodist Church, which has entered into a partnership with JDLHS, hosting weekly golf clinics for our students and also supporting student growth in other areas.

TRAUMA INFORMED CARE: Staff, the majority of whom are involved in direct care of at-risk youth served by the agency, participated in a "Trauma Informed Care" workshop led by Ms. Kelli Scurry, a licensed social worker employed with the South Carolina Department of Juvenile Justice.

CAFETERIA REPAIR PLANNING: As previously reported, the roof and plumbing of the school cafeteria has been in serious need of repair for the past few years. Following the specifications developed by Mechanical Design, Inc. of Columbia, a request for bids was issued in December with repairs expected to begin in January. Unfortunately, only two bids were received and both were considerably over the estimated budget. Staff is continuing to consult with Fred Walker of the State Engineering Office on options for how best to proceed.

FINANCES: Under the guidance of Viola Faust, Director of Finance and Business Services, proportional expenditures of the agency's FY 2014-15 budget reflect a 3% improvement over last year's position for the same period. Financial reports supplemental to the SCEIS system are providing the Board of Trustees and staff leadership with helpful tools for financial monitoring and decision making.

CLINICAL COUNSELING: April Coley recently came on board as the new lead clinical therapist at John de la Howe, succeeding Cherry Brown, who will retire in early January. She has over nine years of experience in the mental health field. Prior to joining John de la Howe she served as evaluating psychologist at the Upstate Evaluation Center of the S.C. Department of Juvenile Justice. She also brings experience in test administration, interpretation and clinical treatment gained during her tenure at Charlie Norwood Medical Center, where she treated veterans with Post Traumatic Stress Disorder and sexual trauma. She holds a BS degree in psychology from Charleston Southern University and a Master's degree in Human Services with a specialization in Mental Health Counseling from Capella University. A new student handbook was developed and distributed in December to assist in guiding students and parents through their John de la Howe experience.

CHRISTMAS BANQUET: For the 67th consecutive year, area Lions Clubs converged on the John de la Howe campus December 11 to help students have a brighter holiday season. More than 100 were in attendance as members of the Abbeville, Due West, Calhoun Falls and McCormick Lions Clubs enjoyed a holiday feast alongside a number of students and staff. The school's youth choir received a standing ovation for its performance of several Christmas songs. Student Ambassadors sat at the table with the Lions and shared about their experience at the school, while school officials reiterated the school's mission of proving a safe haven for children to heal, grow and make lasting changes. The Lions literally passed a bucket and collected more than \$2,100, which they donated to the school's Foundation.

ALUMNI REUNION: Well over 100 alumni of the school gathered on campus the weekend of October 11-12 for their 53rd biennial homecoming. Alumni enjoyed tours, meals, fellowship, browsing through old photographs and just "catching up" with one another. The school's youth choir sang and several students took photographs as the Alumni Association's new president and his fiance were married in the school's chapel.

STUDENT ACTIVITIES: Prior to the Thanksgiving break, nine young ladies put their talents, beauty and poise on display in the 2014 Miss John de la Howe Pageant. In early October, ten young men and five young ladies spent a fall Saturday participating in the Rufus Sawyer Memorial Children's Fishing Tournament on Lake Thurmond.

STUDENT NOMINATION: In early December, the school's administrative staff took great pride in nominating one of our students from the Charleston area for a scholarship to the prestigious Darlington School located in Rome, GA. The student was nominated due to her academics and for her high marks on PSAT testing. She views this as another step forward in realizing her goal of attending law school.

INFORMATION TECHNOLOGY: Work is under way on an IT strategic plan, with completion scheduled for January, 2015. Efforts are also under way to improve IT security.

SENATE VISIT: Three members of the S.C. Senate--Senators Wes Hayes, Shane Massey and Billy O'Dell--spent a day touring our school and speaking with students in October. They had an opportunity to meet and interact with students, to tour the facilities and to observe the physical condition of several buildings in need of repair. We are working to schedule a tour for House members in the near future.

EDUCATION: An eighth grade student in the agency's Wilderness Program has been announced as a National Merit Scholar based on his exceptional score in testing. Students helped the school earn an excellent growth rating on the school report card, and 10 students participated in the PSAT. In December, agency officials met with the executive director of the Western Piedmont Education Consortium, headquartered in Greenwood. The possibility of a relationship with WPEC, which already serves 12 area school districts, is being explored in hopes this will assist the school in offering educational services to our students in the most efficient manner possible. The school hosted a Career Day in December, with individuals representing various occupations visiting the campus to offer encouragement to students. Dr. Webb and Dr. James Franklin, consulting superintendent, attended a training session for assisting, developing and evaluating principal performance.

SURVEYS: Parents of John de la Howe students were surveyed about the services at the agency, and staff members were invited to participate in a work environment survey. Parents were complimentary of the school's structured environment along with the discipline, respect and anger management being taught to students. Most of those responding said their child has benefitted from his or her stay at the school. Asked to address needed improvements, parents listed better communication, firmer consequences for inappropriate behavior, and more parent/student group sessions. The majority of staff members responding to the work environment survey agreed that the work at John de la Howe School positively impacts people's lives and understood how their respective jobs impact the mission of the agency. The majority also said the agency is dedicated to diversity and inclusiveness.

VISITS to the campus are always welcome. For questions, comments or to arrange a visit, please contact:

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**JOHN DE LA HOWE SCHOOL
MCCORMICK, SOUTH CAROLINA**

STATE AUDITOR'S REPORT

JUNE 30, 2011

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State of South Carolina



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INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING AGREED-UPON PROCEDURES

August 24, 2012

The Honorable Nikki R. Haley, Governor
and
Members of the Board of Trustees
John de la Howe School
McCormick, South Carolina

We have performed the procedures described below, which were agreed to by the governing body and management of John de la Howe School (the School), solely to assist you in evaluating the performance of the School for the fiscal year ended June 30, 2011, in the areas addressed. The School's management is responsible for its financial records, internal controls and compliance with State laws and regulations. This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of the specified parties in this report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The procedures and the associated findings are as follows:

1. Cash Receipts and Revenues

- We inspected selected recorded receipts to determine if these receipts were properly described and classified in the accounting records in accordance with the agency's policies and procedures and State regulations.
- We inspected selected recorded receipts to determine if these receipts were recorded in the proper fiscal year.
- We made inquiries and performed substantive procedures to determine if revenue collection and retention or remittance were supported by law.
- We compared current year recorded revenues at the subfund and account level from sources other than State General Fund appropriations to those of the prior year. We investigated changes in the earmarked, restricted and federal funds to ensure that revenue was classified properly in the agency's accounting records. The scope was based on agreed upon materiality levels (\$9,200 – earmarked fund, \$7,500 – restricted fund, and \$3,000 – federal fund) and ± 10 percent.

The Honorable Nikki R. Haley, Governor
and
Members of the Board of Trustees
John de la Howe School
August 24, 2012

The individual transactions were chosen randomly. Our findings as a result of these procedures are presented in Supporting Documentation, Transaction Coding and Timeliness of Deposits in the Accountant's Comments section of this report.

2. Non-Payroll Disbursements and Expenditures

- We inspected selected recorded non-payroll disbursements to determine if these disbursements were properly described and classified in the accounting records in accordance with the agency's policies and procedures and State regulations, were bona fide disbursements of the School, and were paid in conformity with State laws and regulations; if the acquired goods and/or services were procured in accordance with applicable laws and regulations.
- We inspected selected recorded non-payroll disbursements to determine if these disbursements were recorded in the proper fiscal year.
- We compared current year expenditures at the subfund and account level to those of the prior year. We investigated changes in the general, earmarked, restricted and federal funds to ensure that expenditures were classified properly in the agency's accounting records. The scope was based on agreed upon materiality levels (\$27,300 – general fund, \$9,300 – earmarked fund, \$4,100 - restricted fund, and \$3,500 – federal fund) and ± 10 percent.

The individual transactions selected were chosen randomly. Our findings as a result of the procedures are presented in Supporting Documentation, Transaction Coding, and Expenditure Cut-Off in the Accountant's Comments section of this report.

3. Payroll Disbursements and Expenditures

- We inspected selected recorded payroll disbursements to determine if the selected payroll transactions were properly described, classified, and distributed in the accounting records; persons on the payroll were bona fide employees; payroll transactions were properly authorized and were in accordance with existing legal requirements and processed in accordance with the agency's policies and procedures and State regulations.
- We inspected payroll transactions for selected new employees and those who terminated employment to determine if the employees were added and/or removed from the payroll in accordance with the agency's policies and procedures, that the employee's first and/or last pay check was properly calculated and that the employee's leave payout was properly calculated in accordance with applicable State law.
- We compared current year payroll expenditures at the subfund and account level to those of the prior year. We investigated changes in the general, earmarked, restricted and earmarked funds to ensure that expenditures were classified properly in the agency's accounting records. The scope was based on agreed upon materiality levels (\$27,300 – general fund, \$9,300 – earmarked fund, \$4,100 - restricted fund, and \$3,500 – federal fund) and ± 10 percent.

- We compared the percentage change in recorded personal service expenditures to the percentage change in employer contributions; and computed the percentage distribution of recorded fringe benefit expenditures by fund source and compared the computed distribution to the actual distribution of recorded payroll expenditures by fund source. We investigated changes of ± 5 percent to ensure that payroll expenditures were classified properly in the agency's accounting records.

The individual transactions selected were chosen randomly. We found no exceptions as a result of the procedures.

4. **Journal Entries and Appropriation Transfers**

- We inspected selected recorded journal entries and appropriation transfers to determine if these transactions were properly described and classified in the accounting records; they agreed with the supporting documentation, the purpose of the transactions was documented and explained, the transactions were properly approved, and were mathematically correct; and the transactions were processed in accordance with the agency's policies and procedures and State regulations.

We found no exceptions as a result of the procedures.

5. **School Bank Account**

Reconciliations

- We obtained all monthly reconciliations prepared by the School for the year ended June 30, 2011, and inspected selected reconciliations of balances in the School's accounting records to those reflected on the bank statements to determine if accounts reconciled. For the selected reconciliations, we determined if they were timely performed and properly documented in accordance with State regulations, recalculated the amounts, agreed the applicable amounts to School's general ledger, agreed the applicable amounts to the bank statements, determined if reconciling differences were adequately explained and properly resolved, and determined if necessary adjusting entries were made in the School's accounting records.

Cash Receipts and Revenues

- We inspected selected recorded receipts to determine if these receipts were properly described and classified in the accounting records in accordance with the agency's policies and procedures and State regulations.
- We inspected selected recorded receipts to determine if these receipts were recorded in the proper fiscal year.
- We made inquiries and performed substantive procedures to determine if revenue collection and retention or remittance were supported by law.

Non-Payroll Disbursements and Expenditures

- We inspected selected recorded non-payroll disbursements to determine if these disbursements were properly described and classified in the accounting records in accordance with the agency's policies and procedures and State regulations, were bona fide disbursements of the School, and were paid in conformity with State laws and regulations; if the acquired goods and/or services were procured in accordance with applicable laws and regulations.

The Honorable Nikki R. Haley, Governor
and
Members of the Board of Trustees
John de la Howe School
August 24, 2012

- We inspected selected recorded non-payroll disbursements to determine if these disbursements were recorded in the proper fiscal year.

We found no exceptions as a result of the procedures.

6. **Appropriation Act**

- We inspected agency documents, observed processes, and/or made inquiries of agency personnel to determine the School's compliance with Appropriation Act general and agency specific provisos.

Our finding as a result of these procedures is presented in Personal Property Inventory in the Accountant's Comments section of this report.

7. **Reporting Packages**

- We obtained copies of all reporting packages as of and for the year ended June 30, 2011, prepared by the School and submitted to the State Comptroller General. We inspected them to determine if they were prepared in accordance with the Comptroller General's Reporting Policies and Procedures Manual requirements and if the amounts reported in the reporting packages agreed with the supporting workpapers and accounting records.

Our finding as a result of these procedures is presented in Reporting Packages in the Accountant's Comments section of this report.

8. **Schedule of Federal Financial Assistance**

- We obtained a copy of the schedule of federal financial assistance for the year ended June 30, 2011, prepared by the School and submitted to the State Auditor. We inspected it to determine if it was prepared in accordance with the State Auditor's letter of instructions and if the amounts agreed with the supporting workpapers and accounting records.

Our finding as a result of these procedures is presented in Schedule of Federal Financial Assistance in the Accountant's Comments section of this report.

9. **Status of Prior Findings**

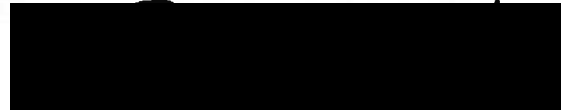
- We inquired about the status of the findings reported in the Accountant's Comments section of the State Auditor's Report on the School resulting from our engagement for the fiscal year ended June 30, 2010, to determine if the Agency had taken corrective action.

Our findings as a result of these procedures are presented in Supporting Documentation, Transaction Coding, Personal Property Inventory, Reporting Packages, and Schedule of Federal Financial Assistance in the Accountant's Comments section of this report.

The Honorable Nikki R. Haley, Governor
and
Members of the Board of Trustees
John de la Howe School
August 24, 2012

We were not engaged to and did not conduct an audit, the objective of which would be the expression of an opinion on the specified elements, accounts, or items. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of the Governor and of the governing body and management of John de la Howe School and is not intended to be and should not be used by anyone other than these specified parties.

A large black rectangular redaction box covering the signature of Richard H. Gilbert, Jr.

Richard H. Gilbert, Jr., CPA
Deputy State Auditor

ACCOUNTANT'S COMMENTS

SECTION A - VIOLATIONS OF STATE LAWS, RULES OR REGULATIONS

Management of each State agency is responsible for establishing and maintaining internal controls to ensure compliance with State Laws, Rules or Regulations. The procedures agreed to by the agency require that we plan and perform the engagement to determine whether any violations of State Laws, Rules or Regulations occurred.

The conditions described in this section have been identified as violations of State Laws, Rules or Regulations.

SUPPORTING DOCUMENTATION

The accountant's comment titled Transaction Approval and Documentation, reported in the State Auditor's Report on the School for the fiscal year ended June 30, 2010, identified several transactions that lacked adequate documentation to support accounting transactions. Our testing of fiscal year 2011 receipt and disbursement transactions identified several transactions which lacked adequate support documentation.

Our testing of cash receipt transactions disclosed that the School recorded the date of deposit but not the date the cash was received. Also the School could either not provide adequate documentation or the documentation did not agree to the agency's accounting records for three receipt transactions.

We also found that the School processed two expenditure transactions that were not processed in accordance with State laws, rules or regulations and/or School policy. One expenditure transaction did not document when the goods were received and documentation for another expenditure transaction did not demonstrate that the procurement met the State's criteria for an emergency procurement.

Effective internal controls require all transactions to be adequately supported by source documentation. Additionally, Section 11-35-1570 of the South Carolina Consolidated Procurement Code explains the documentation requirements for emergency procurements which includes a written determination of the basis for the emergency be maintained in the contract file.

We recommend that the School implement procedures to ensure that all accounting transactions processed through its accounting system be adequately supported by the required source documentation.

TRANSACTION CODING

The accountant's comment titled Disbursements Coding, reported in the State Auditor's Report on the School for the fiscal year ended June 30, 2010, identified three disbursement transactions that were charged to the incorrect general ledger expenditure accounts. Our transaction testing of fiscal year 2011 receipts and disbursements identified similar instances of miscoded transactions.

Our testing of revenue transactions found the following coding exceptions: Utility payments associated with the rental of residences were coded as residence rent income for the five transactions that were paid for on the same check as the monthly residence rent payment. When utilities were paid on a separate check from the residence rent, the school properly offset the applicable utility expense account. Another receipt transaction tested, for the sale of surplus property, was coded as sale of goods. In different instances, the receipt of federal grant funds from another state agency (SCEIS Account 4890100000) was charged to an account used to record revenue received directly from the federal grantor (4280020000) and to a miscellaneous transfer general ledger account.

One disbursement transaction tested was for the purchase of paper for copy machines (5030020000). This expenditure was improperly charged to data process supplies (5030060000).

Effective internal controls require safeguards to ensure that transactions are properly recorded. The Comptroller General's Office Policies and Procedures include the specific definitions for coding transactions to the proper revenue and expenditure accounts.

We recommend that the School strengthen its internal controls over the recording of financial transactions. The School should ensure that the person performing the independent review of accounting transactions verify that the preparer used the proper account code.

EXPENDITURE CUT-OFF

Two of twenty-five fiscal year 2011 disbursement transactions selected for testing were recorded in the wrong fiscal year. Both of the transactions were for services received in fiscal year 2010. The supporting documentation indicates that the School was billed in time to record the transactions in the proper fiscal year.

Comptroller General year-end close-out procedures require that expenditures are recorded in the same fiscal year that the good or service occurs.

We recommend that the School review procedures to ensure compliance with Comptroller General year-end close-out procedures.

TIMELINESS OF DEPOSITS

Our comment titled Supporting Documentation reported that the School did not always document the date the cash transaction was received. Because a receipt date is not documented, we are unable to determine if the receipt was deposited timely.

The School does document the receipt date for the sale of meals revenue. The date of receipt is documented on daily logs kept for this revenue source. We determined that cash receipts associated with eight sale of meals receipt logs were not deposited timely in accordance with State law. We found that the cash receipts were deposited between ten and twenty-four days after the cash was received.

South Carolina Code of Laws Section 11-13-120 states, "All state departments, boards, bureaus, commissions or other state agencies charged with the collection of any taxes, licenses, fees, interest or any income to the State shall, with ordinary business promptness, deposit the same when collected with or to the credit of the State Treasurer." Section 89.1 of the fiscal year 2011 Appropriation Act states, "...all general state revenues derived from

taxation, licenses, fees, or from any other source whatsoever, and all institutional and departmental revenues or collections, including income from taxes, licenses, fees, the sale of commodities and services... must be remitted to the State Treasurer at least once each week."

We recommend that the School review and strengthen its procedures to ensure that receipts are adequately documented and are deposited timely and in accordance with State law.

PERSONAL PROPERTY INVENTORY

The accountant's comment titled Personal Property Inventory, reported in the State Auditor's Report on the School for the fiscal year ended June 30, 2010, reported that the School had not conducted an annual inventory of its personal property during fiscal year 2010 as required by South Carolina law. For fiscal year 2011 we determined that the School again did not conduct an inventory of its personal property, however, we determined that the School was developing a plan to comply with Section 10-1-140 of the South Carolina Code of Laws, as amended.

Section 10-1-140 of the South Carolina Code of Laws, as amended, states, "The head of each department, agency or institution of this state is responsible for all personal property under his supervision and each fiscal year shall make an inventory of all such property under his supervision, except expendables."

We recommend the School complete its plan as soon as possible and implement the procedures to ensure compliance with Section 10-1-140 of the South Carolina Code of Laws, as amended.

REPORTING PACKAGES

Section 1.7 of the Comptroller General's Reporting Policies and Procedures Manual states, "Each agency's executive director and finance director are responsible for submitting to the Comptroller General's Office reporting packages and/or financial statements that are: Accurate and prepared in accordance with instructions, complete, and timely." Our testing of the Department's reporting packages disclosed the following exceptions:

Master Reporting Checklist

The Master Reporting Checklist uses a series of questions designed to ensure state agencies report all information necessary for statewide financial reporting. Our review of the Master Reporting Checklist revealed several questions that were answered incorrectly or could not be supported.

Based on our testing, we determined that the School should have submitted a Miscellaneous Revenues Reporting Package and an Operating Leases Reporting Package but because it answered questions incorrectly on the Master Reporting Checklist the School did not submit the required reporting packages. The School's response to another question on the Master Reporting Checklist documented that it was required to file a Miscellaneous Loss Liabilities, Loss Contingencies, and Commitments Reporting Package. The School could not demonstrate that it had submitted the required reporting package or why it was not filed.

Timely Submissions

The accountant's comment titled Closing Packages, reported in the State Auditor's Report on the School for the fiscal year ended June 30, 2010, reported that the School did not submit all of its closing packages timely. Our testing of the Department's reporting packages for the year ended June 30, 2011 revealed that five reporting packages were submitted several days to several months after their respective due dates.

We recommend that the School develop and implement procedures to ensure that all reporting packages are completed in accordance with the Comptroller General's Office Reporting Policies and Procedures Manual and form instructions.

SECTION B - OTHER WEAKNESS

The condition described in this section has been identified while performing the agreed-upon procedures but it is not considered a violation of State Laws, Rules or Regulations.

SCHEDULE OF FEDERAL FINANCIAL ASSISTANCE

The accountant's comment titled Schedule of Federal Financial Assistance, in the State Auditor's Report on the School for the fiscal year ended June 30, 2010, identified deficiencies associated with our testing of the School's schedule of federal financial assistance. Although we determined that the School had taken some corrective action to address our prior year finding we did note some deficiencies in our fiscal year 2011 testing. Among the deficiencies noted were the reporting of inaccurate grant numbers and the failure to adequately identify ARRA funding.

The State Auditor's Office letter of instruction for the schedule of federal financial assistance details the reporting requirements for state agencies. Adherence to the letter of instructions impacts the accuracy of statewide financial reporting for A-133 requirements.

We recommend the carefully follow the State Auditor's Office letter of instruction when completing the schedule of federal financial assistance.

SECTION C - STATUS OF PRIOR FINDINGS

During the current engagement, we reviewed the status of corrective action taken on each of the findings reported in the Accountant's Comments section of the State Auditor's Report on the School for the fiscal year ended June 30, 2010, and dated September 17, 2010. We determined that the School has taken adequate corrective action on each of the findings except as noted below.

2010 Finding

Transaction Approval and Documentation
Disbursements Coding
Personal Property Inventory
Closing Packages
Schedule of Federal Financial Assistance

2011 Finding

Supporting Documentation
Transaction Coding
Personal Property Inventory
Reporting Packages
Schedule of Federal Financial Assistance

MANAGEMENT'S RESPONSE



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Simpsonville, SC

October 30, 2012

Mr. Richard H. Gilbert Jr., CPA
Deputy State Auditor
Office of State Auditor
1401 Main Street, Suite 1200
Columbia, South Carolina 29201

Dear Mr. Gilbert:

We have reviewed the preliminary draft of the report, dated October 19, 2012, resulting from your performance of agreed-upon procedures to the accounting records of John de la Howe School (the School) as conducted by the State of South Carolina Office of the State Auditor for the fiscal year ended June 30, 2011. As requested, enclosed is a current directory of our Board of Trustees along with their mailing and e-mail addresses.

Prior to responding to the specific matters contained in the above-referenced report, management would like to note, for informational purposes only, that unfortunately the School experienced unprecedented, wholesale staff turnover within its Finance Division during the first quarter of FY 2012. Consequently, none of the current finance staff was employed by the School during the fiscal year ended June 30, 2011; the period for which the agreed-upon procedures engagement was conducted.

Nevertheless, detailed response by management of John de la Howe School to such matters as discussed in the Accountant's Comments is attached for inclusion in the final report. Please accept this letter as authorization to release the report; as amended to include our enclosed written response.

Sincerely,


Thomas W. Ritter, Jr.
Director of Finance and Business Operations

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MANAGEMENT'S RESPONSE

Following are management's responses regarding the Accountant's Comments included in the report resulting from performance of agreed-upon-procedures to the accounting records of the John De La Howe School for the fiscal year ended June 30, 2011.

1. Supporting Documentation

Management has implemented procedures whereby all receipts are copied and date stamped when received. Copies of all receipts and corresponding validated bank deposit slips are retained and images scanned as supporting documentation for and evidence of prompt deposit.

The School has strengthened its internal controls to ensure all expenditure transactions are adequately supported and that the procurement of all goods and services is properly documented and in compliance with all prevailing laws and regulations.

2. Transaction Coding

John de la Howe School has an entirely new finance staff dedicated to the accurate and timely processing and reporting of all financial transactions. All transaction coding is subject to detailed review prior to posting in the pertinent SCEIS accounting subsystem. The General Ledger is also reviewed for unusual transactions during the preparation of detailed financial reports on a quarterly basis.

3. Expenditure Cut-Off

There were two expenditure items recorded in beginning of fiscal year 2011 that were for services received in the fiscal year ended June 30, 2010. It should be noted that improved reporting controls were implemented for expenditure cut-off reporting during the 2011 fiscal year end process and that no expenditure cut-off issues were noted for the fiscal year end.

Examples of implemented controls include, among other items, the provision of clear instructions regarding year end cut-off procedures to staff responsible for payment processing and the performance of a thorough supervisory review of transactions occurring between June 30th and the reporting date to ensure payments are recorded in the appropriate accounting year

4. Timeliness of Deposits

Management has implemented procedures whereby all receipts are copied and date stamped when received. Copies of all receipts and corresponding validated bank deposit slips are retained and images scanned as supporting documentation and evidence of prompt deposit. Management has also taken steps to ensure cash receipts from the sale of meals are delivered to the Finance Division on a daily basis and are deposited within five days of receipt.

5. Personal Property Inventory

The School fully appreciates the importance of the requirement that a personal property inventory be conducted on an annual basis and has developed and is currently implementing a plan to comply with Section 10-1-140 of the South Carolina Code of Laws as amended for fiscal year 2012.

6. Reporting Packages – Master Reporting Checklist

The School experienced unexpected turnover in key finance staff positions during the reporting period for fiscal year 2011. The School agrees that several questions on the Master Reporting Checklist were answered incorrectly for fiscal year 2011 and believes the errors to be directly related to the lack of experienced accounting staff and management at that time. The School has reviewed all questions on the Master Reporting Checklist submitted for Fiscal year 2012 and believes them to have been answered correctly.

7. Reporting Packages – Timely Submissions

The delayed submission of five reporting packages to the Office of the Comptroller General was the direct result of the unexpected turnover in key staff positions during the reporting period for fiscal year 2011. The School has taken the necessary steps to ensure timely submission of such information in the future. All reporting packages for fiscal year 2012 have been submitted in a timely fashion.

8. Schedule of Federal Financial Assistance

The School fully understands and appreciates the importance of statewide financial reporting as required by OMB Circular A-133 and has implemented the necessary procedures to ensure that the State Auditor's Office letter of instruction is carefully followed when completing the Schedule of Federal Financial Assistance. Further, the School believes the Schedule of Federal Financial Assistance for fiscal year 2012 to be materially correct as submitted.

4 copies of this document were published at an estimated printing cost of \$1.69 each, and a total printing cost of \$6.76. Section 1-11-125 of the South Carolina Code of Laws, as amended requires this information on printing costs be added to the document.



John de la Howe School

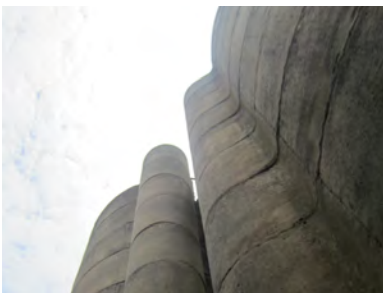
Facility Assessment and Recommendations
Spring 2015

Facility Assessment and Recommendations

Spring 2015

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Facility Assessment and Recommendations

Spring 2015

Executive Summary

An assessment of the John de la Howe “B1” buildings (listed in the “Introduction” section of this document) has been completed by the architect and a team of engineering consultants. The majority of buildings on the John de la Howe campus show significant signs of deterioration due to general neglect and deferred maintenance. The continued deferral of maintenance and repair will lead to additional damage and more costly remediation in the future. The majority of issues documented in this report do not yet pose a threat to life safety, but must be remediated before they are allowed to escalate.

The primary issue of concern observed in these buildings is the effect of past and ongoing water infiltration. Infiltration was noted, such as interior stains, mold growth, paint and adhesive failure, efflorescence on foundation walls, and/or ponding on interior surfaces. Fortunately, many strategies for preventing future damage are straightforward and are noted in the report. A cost estimate reflecting the resources needed to make these repairs and others is included in the final chapter of this document.

The existing medium voltage electrical service is delivered to the campus by the power company near the campus entrances. The campus power infrastructure is owned and maintained by the School. Overall, the campus electrical service infrastructure is currently in good condition, although some improvements are suggested. Several overhead power lines, for example, are in poor condition and will require replacement in the next few years. A number of single phase pole and pad mounted transformers will also require attention to address maintenance issues. Vegetation should also be cleared from exterior electrical service components.

There has been previous discussion concerning the ability to disconnect electrical service both in the campus infrastructure and in each individual building to allow safe electrical maintenance and repair. The existing system has disconnection capability at each service pole for medium voltage maintenance of transformer and service conductors. Each building has a service entrance panel with main disconnect breakers to isolate each building’s electrical system. These disconnect points are all installed inside buildings instead of as exterior mounted disconnect switches, which are required in some jurisdictions. It is our understanding that the School is not required to have exterior mounted disconnect switches.

A variety of mechanical and plumbing issues were also reviewed. In many buildings, mechanical systems are either approaching or at the end of their lifespan, requiring replacement. Mechanical systems have also not been running in underutilized buildings, meaning proper ventilation and humidity control have not been consistently provided. The code compliance of many buildings will depend on both the installation of sprinkler piping and provision of accessible restrooms.

Currently installed sprinkler piping must be evaluated for adequate water pressure and dispensation.

An overview of each evaluated building and the suggested strategies for remediation are provided below.

Administration Building

The Administration Building is both the largest and most significantly water-damaged of all the buildings reviewed on the John de la Howe campus. Though the Administration Building's exterior walls show no signs of cracking or settlement, a handful of clay roofing tiles have become displaced, exposing the roof underlayment to the elements. A hole in the roof at the northwest corner (front right) poses a serious threat to the building's condition, as water entering the building through this location has caused significant damage to the rooms below on both the second and main floors. Damage on the interior resulting from water infiltration is extensive, but should only be repaired once the roof issues have been resolved. Water infiltration has also caused damage to the building's wood structural members where they have been repeatedly exposed to the elements. This damage will become severe if exposure continues.

A variety of life safety concerns were also documented in the Administration Building. The building's two main stairwells exhibit water damage that may impact egress. Under-illuminated exit signs typical throughout the building should be replaced or repaired, and visual alerting devices should be provided. Previously documented low water pressure in the sprinkler system should also be addressed to operate correctly in the event of a fire.

The building's HVAC system, which consists of both through-wall heat pumps and larger packaged units, is in poor condition and should be replaced in its entirety.

Barn

The School's 1931 WPA Barn sits just outside the campus core, where it currently serves as a gathering hall and venue. Though the exterior masonry walls are in good condition, the roof requires repairs. Recent roof patches have been installed to address roof leakage, but were not comprehensive, as indicated by damp and stained interior roof members, as well as a large puddle on the upper floor of the building. Holes in the roof soffit should be addressed to prevent not only continued water infiltration, but also the entry of outdoor vermin and pests.

Cafeteria

Water infiltration is again the primary concern at the School's Dave L. Hayes Cafeteria. A variety of issues pertaining to the roof will be covered under the scope of a previously approved construction project, but continued damage incurred on the interior prior to the roof's repair will also require remediation. Life safety issues, including





deterioration of the primary entry steps, as well as a pipe through and a large hole outside a rear egress door, should also be addressed. The hole (at the exterior loading dock) should be repaired to also prevent additional undermining of the existing slab and foundations at that location.

Chapel

Damage to the interior of the main chapel hall may have occurred prior to the replacement of the building's roof; therefore, repairs to the interior may be cosmetic in nature. In the basement, however, ongoing permeation through the foundation walls should be addressed and molding carpets and furniture removed. The infiltration at the base of the building could be greatly reduced with the installation of a gutter and downspout system.



Cottages

The effects of water infiltration are readily apparent at all twelve cottages on the John de la Howe campus. On more than half of these buildings, installing and/or repairing gutters and downspouts will assist in preventing further water damage where the building and ground meet. Because the exterior wall system is brick veneer bonded directly to concrete masonry back-up, cracks in the brick (noted at five cottages) should be repaired to prevent further water infiltration. Past and current water damage to interior plaster, paint, flooring, furniture, and equipment should be repaired.



Family Center

The Family Center has undergone a number of renovations but is in need of additional improvements to address the effects of ongoing water damage. The Family Center's flat roof is in need of immediate replacement. Failed coping, flashing, and roof membrane will all require repair to prevent further water damage, which is further evidenced by heavily damaged plaster, paint, and other finishes on the building interior. A gabled roof at the rear storage building will also require replacement and the installation of a roof drainage system. The rear storage building should also be outfitted with sprinkler piping to extend the system from the main building volume.



Infirmary

Despite a handful of minor deficiencies at the building's exterior, the interior is in generally good condition with many original finishes still intact, although asbestos-containing materials should be monitored for disturbance. As with other buildings of its generation on the campus, the infirmary would benefit from installing a gutter and downspout system. Life safety concerns to be addressed include both under-illuminated exit signs and the lack of a defined, safe path for emergency egress.



Laundry Facility

Though not currently in use, the laundry building is in good condition, though its laundry equipment will require replacement. The School is also investigating providing gas service to new dryer units.

Pool Facility

The pool facility is also not currently in use. Deferred maintenance includes overgrowth on the pool outbuilding and poor condition of the water in the pool itself.

School

Though ponding on the roof was observed, the roof is in good working condition but would be improved immediately by the straightforward clearing of organic debris collecting around the roof drains. Low spots on the roof should also be corrected. Water damage to the interior was minimal, although some cosmetic damage (mold and peeling paint) was noted at the exterior painted concrete surfaces. Under-illuminated exit signs should be repaired or replaced, but otherwise there were no significant issues documented by the structural, mechanical, or electrical consultants.

Superintendent's House

The house suffers from diverse and particular instances of water damage. While the roof was recently replaced, its installation is imperfect and continues to create opportunities for water penetration into the building through faulty flashing placement. Damaged and missing gutters and downspouts also contribute to the water damage, which is of greatest severity in the basement and at the two porch additions. Plumbing to the house is original and poses a separate water-related issue: deposits from the pipe fittings continually produce a high rust content in the house's water supply, and should be addressed for safe future use.

Wilderness Camp Dining & Administration Building

The anchor of the outlying Wilderness Camp, the Dining & Administration Building is due for a complete roof replacement. A number of instances of shingle damage were observed, as well as damaged and missing gutters. The roof deterioration has directly resulted in extensive mold growth and water staining on the interior ceiling at the dining area, particularly along the ridge line.





Facility Assessment and Recommendations

Spring 2015

Introduction

Founded in 1797 at the behest of the deceased Dr. John de la Howe's estate, the John de la Howe School has operated for more than 200 years to provide education and assistance to South Carolina students in need. Originally established as an agricultural seminary for 24 orphaned children, the 1200-acre campus in McCormick County, South Carolina, can currently accommodate approximately 200 students. The campus includes school facilities, student housing, faculty and staff housing, administrative buildings, student activity areas, support buildings, and a wilderness camp.

The intent of this report is to catalogue building deficiencies and to recommend strategies for remediation. The report focuses primarily on issues pertaining to exterior and interior conditions. Though issues related to the building code are often noted in the body of the report, they do not represent a complete review of the facilities' code compliance. The estimated cost of repairs to each building is also included in the report. Building conditions were observed during visits to the School by the architect and members of the consultant team on May 20, 27, and 29. The team includes Quackenbush Architects + Planners (architectural assessment); Johnson & King Engineers (structural assessment); Shepard & Associates, LLC (roof assessment); Belka Engineering Associates (electrical assessment); and Swygert & Associates, Ltd. (mechanical assessment). This report represents a multidisciplinary review of the previously agreed upon "B1" buildings on the John de la Howe Campus. The "B1" buildings include the following facilities:



Administration Building

Barn

Cafeteria

Chapel

Cottages

Family Center

Infirmery

Laundry Facility

Pool Facility

School

Superintendent's House

Wilderness Camp Dining & Administration Facility



Architectural Assessment

Quackenbush Architects + Planners

All "B1" Buildings

Administration Building

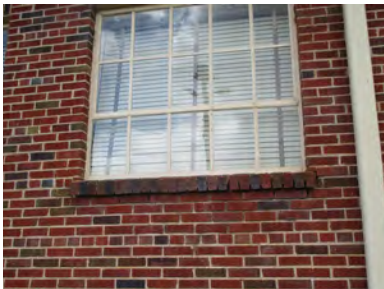


Exterior Envelope

The Administration Building's exterior walls appear to be in generally good condition. No cracks were noted in the masonry, suggesting a stable foundation and no notable settlement. At a number of locations, however, mortar loss is evident but relegated to the front faces of the four (4) masonry kneewalls on either side of the main entry stairs (*ADMIN 1*), the masonry sills and lower courses below said sills at the former general storage room at the southeast corner of building (*ADMIN 2*), and the support wall at the service ramp at the rear southeast corner of the building (*ADMIN 3*).



ADMIN 1



ADMIN 2



ADMIN 3



ADMIN 4

The mortar loss at the stairs is attributed to the lack of a drip edge at the underside lip of the concrete cap immediately above said area. This results in the masonry and mortar being exposed to water washing down from above. The concrete cap also suffers from cracks due to water intrusion and rusting rebar. The rusting rebar has jacked the concrete, thereby opening the cracks further and contributing to further deterioration until there is complete loss. Columns at the exterior porches also exhibit extensive rust at their bases where water is allowed to collect at ridges and ledges in the column detailing.

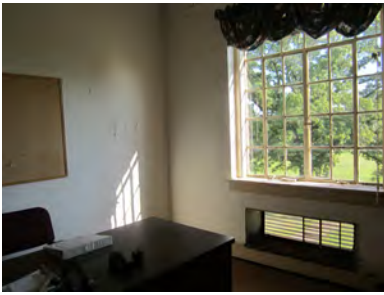
At the service ramp at the rear of the building, a number of bricks are missing (*ADMIN 3*). Mortar at this location is notably absent, and it is likely that additional bricks will become displaced from the wall if the masonry is not repaired. Furthermore, it should be noted that the roof drainage system also contributes to the mortar failure as the downspout above the entry door canopy is missing, meaning all the water from the hip roof is channeled directly to this point.

Steel casement windows appear to be original to the building. Windows are single-pane and are inconsistently sealed, allowing significant heat transfer through the openings. Many windows are also rusting and exhibit heavily flaked paint (*ADMIN 4*). At some time in the past, through-wall mechanical units were installed below all windows. Though no cracks were observed, in some openings, units were outright missing, placing the interior of the building in direct contact with the exterior environment, though insect screens are in place in the openings (*ADMIN 5*).

Miscellaneous Exterior

Numerous downspouts on the building are either broken, too short, or missing splash blocks at their base. Failure to direct water away from

Administration Building (cont.)



ADMIN 5



ADMIN 6



ADMIN 7



ADMIN 8



ADMIN 9

the building perimeter is the likely cause of water infiltration into and through the exterior walls, which will be discussed in greater detail momentarily.

A chimney at the rear of the building no longer serves its initial role of venting a smoke source. There are a few notable cracks in the chimney masonry (ADMIN 6,7). The chimney poses a potential hazard to the property due to its lack of reinforcement and the number of bricks either missing or treacherously detached at the top of the chimney (ADMIN 8). The cricket and step flashing where the chimney and roof intersect appear to be functioning properly (ADMIN 9), as no leaks were apparent in the room below.

Interior

Interior damage resulting from weaknesses in the roof includes flaking paint (ADMIN 10), damaged plaster, stained and disintegrating ceiling tiles (ADMIN 11), damaged light fixtures (ADMIN 12) rotting structure, damaged flooring (ADMIN 13), and water collecting on interior surfaces (ADMIN 14 and also apparent in previous images). At the auditorium and stage, roof repairs must be followed by replacement of ceiling tile over 50% of the ceiling area; replacement of flooring, subflooring, and baseboard over 30% of the floor area, but particularly at the perimeter of the auditorium; and repair and repainting of plaster and crown molding on 10% of wall surfaces. It is likely that rotting structural members concealed by the interior finishes will also require replacement. Significant damage has also been incurred at the northwest corner of the building in the staff lounge/training room on the second floor. Water damage at this location has also affected first floor offices below it. Water damage is also evident in the stairwells and many of the second floor offices and bathrooms, as well as in the business office and server room on the first floor.

In the auditorium, stairs leading from backstage to the basement area below are broken in two places and will require repair (ADMIN 15). The five steps at either side of the front of the stage will require a handrail (ADMIN 16).

As previously noted, water allowed to collect at the perimeter of the building can penetrate the walls at ground level. In the basement, damp walls, efflorescence, and water on the floor indicate water's penetration into the space through the ground on the exterior (ADMIN 17).

The architect noted that the two-story building lacks an elevator. Though a ramp at the side of the building provides an accessible entry to the first floor of the building, the second floor remains inaccessible.



ADMIN 10



ADMIN 11

Administration Building (cont.)



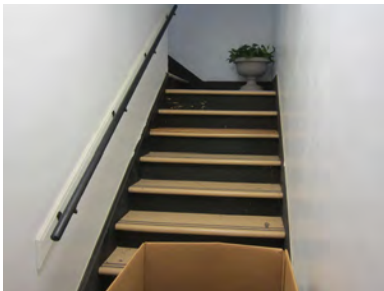
ADMIN 12



ADMIN 13



ADMIN 14



ADMIN 15



ADMIN 16



ADMIN 17

Barn



BARN 1



BARN 2



BARN 3



BARN 4

Built in 1931 by the Works Progress Administration (WPA), the John De La Howe barn has operated at various times as a dairy barn, marketplace, and meeting hall. The building is listed on the Heritage Corridor, and repairs and renovations must maintain its original character.

The exterior masonry appears intact; the wood roof, however, will benefit from repairs. Roof patches were applied in the past few years at multiple locations (*BARN 1*). During evaluation, interior surfaces (including wood ceilings and floors) were damp from water penetrating the roof (*BARN 2*). Holes in the exterior roof soffit should also be sealed to prevent the collection of water inside the roof (*BARN 3*). It was also noted on the interior that cross members had previously been added to the roof structure to prevent it from bowing out.

Mold growth in the neighboring milking shed should be removed and surfaces refinished (*BARN 4*).

Cafeteria



CAFETERIA 1



CAFETERIA 2



CAFETERIA 3



CAFETERIA 4

Exterior

The owner noted the roof of the cafeteria was subject to a separate study with corrective work forthcoming. Issues as a result of the current roof condition are outlined in the interior portion of this chapter.

The building exterior exhibits a number of issues to be addressed. The structure was built without control joints in the masonry and as a result, the exterior corners are consistently cracked where the veneer extends more than thirty feet without interruption (CAFETERIA 1). Please see the structural survey performed by Johnson and King included as part of this study for further detail. Another issue afflicting the façade is the placement of the ladder ties. These ties are installed in the masonry wall for horizontal reinforcement and appear to be placed too close to the exterior face of the masonry wall. This has resulted in the ties getting wet, rusting, and then “jacking” the mortar (CAFETERIA 2). Over time this continued process creates more and more openings for water infiltration.

Though a number of roof-related issues will be covered under the scope of the previously mentioned corrective construction project, it should be noted that exposed OSB at the roof eaves also needs to be addressed, as the lack of cover and a drip edge at all eave conditions could allow the OSB to wick water under the roof (CAFETERIA 3). Damage to the interior resulting from the failing roof will be discussed momentarily.

There were two conditions observed impacting egress from the building. First, the primary entry steps leading into the building show significant loss of concrete at treads as well as open risers (CAFETERIA 4) and will require refinishing/replacement to prevent injury to the users. The second observed issue deals with the secondary egress from the kitchen. The door leading from the kitchen to the exterior is blocked by both a pipe that runs through it and a large hole in the service porch (CAFETERIA 5). The pipe will need to be rerouted and the hole filled.

The architect also noted that no accessible entry has been provided to the cafeteria.

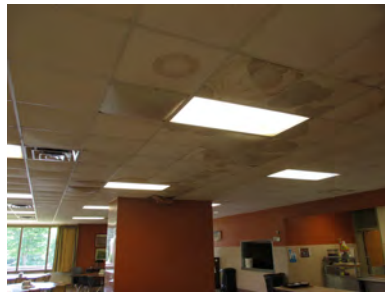
Interior

Water damage is extensive on the interior, particularly in the center of the dining area beneath the flat portion of the roof supporting the

Cafeteria (cont.)



CAFETERIA 5



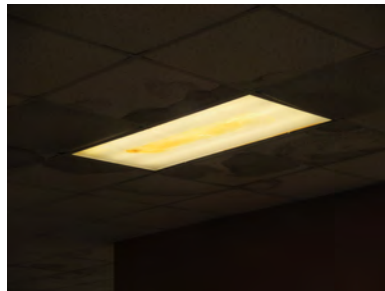
CAFETERIA 6



CAFETERIA 7



CAFETERIA 8



CAFETERIA 9



CAFETERIA 10

mechanical units. On May 27th the team was able to observe firsthand the issues with the roof following a rain event (*CAFETERIA 6-8*). Approximately 20% of all ceiling tiles in the dining area will need replacement. Two light fixtures at this central area will also require replacement due to water damage (*CAFETERIA 9*). It also should be noted that the building's insulation is lay-in over the tile (*CAFETERIA 10*) and as such should be replaced to avoid any deficiencies with said material. Numerous cracks on interior wall surfaces will also require repair.

Chapel



CHAPEL 1



CHAPEL 2



CHAPEL 3



CHAPEL 4

Exterior

It appears the roof was replaced at the same time as some of the cottages (Abbeville and Carolina, for example), but with improved attention to detail. Though the step flashing is a single piece of metal and relies on continuous sealant at the top condition, it is placed properly so that the adjacent shingles overlap the flashing (*CHAPEL 1*) and the flashing overlaps the shingle on the downward slope (*CHAPEL 2*). The top of the steeple appears to be adorned with a copper crucifix on top and with painted tin roofing below. The tin roof paint appears to be failing in several spots and it should be repaired as soon as possible to avoid galvanic reaction with the copper above (*CHAPEL 3*). It was not readily apparent if a roof cricket was fabricated at the chimney at the rear corner of the building. If absent, this area will be a major point for water infiltration if not monitored. Already it appears there is a hole in the gable fascia board directly below this condition (*CHAPEL 4*). At the building's primary entry, columns are rusting, paint is flaking from the ceiling, and mortar is backing out of the low walls adjacent to the stairs.

The chapel does not utilize a gutter and downspout system (*CHAPEL 5*) and so all roof run-off is directed towards the building perimeter where the original damp proofing on the outside face of the foundation is well past its expected lifetime and leaves the occupied basement area susceptible to water infiltration. Additionally, condensate water from operating HVAC systems (*CHAPEL 6*) has also been allowed to drain at the perimeter of the building and likely contributes (though not to the same level as the water from the roof) to the water damage incurred inside the basement.

Interior

As with many other buildings on the John De La Howe campus, the chapel has been damaged by unwanted moisture in the building. This moisture has affected both the basement and main hall. In the basement, moisture penetrating the foundation walls has caused paint to peel and flake (*CHAPEL 6*), carpet and wall base to lose adhesion (*CHAPEL 7*), and damage to furniture or equipment (*CHAPEL 8*). The architect suggests removing the basement rugs immediately as they have become moldy from repeated water absorption and lack of proper ventilation. As an interim step of prevention, the use of portable dehumidifiers would be advisable so long as they are properly monitored and maintained. It should also be noted that water entering

Chapel (cont.)



CHAPEL 5



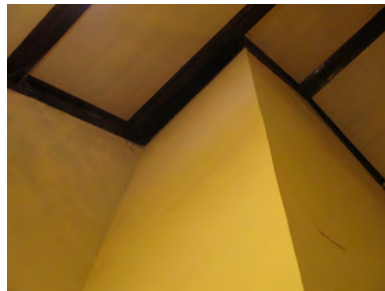
CHAPEL 6



CHAPEL 7



CHAPEL 8



CHAPEL 9



CHAPEL 10



CHAPEL 11



CHAPEL 12

the basement from the first floor has caused damage to the ceiling in the basement restrooms.

In the main hall, water damage is severe and concentrated both beneath the steeple (*CHAPEL 9*) and at the stairwell (*CHAPEL 10*). At both locations, paint is heavily peeling and surfaces are discolored with loss of plaster. Ceiling tiles at various locations throughout the chapel also exhibit water damage (*CHAPEL 11*). Ceiling tiles and adjacent walls at the entry vestibule are also largely damaged and will require repair (*CHAPEL 12*). It should be noted that it is not known if these issues are continuing or merely the remnants of damage preceding the roof repair.

Cottages



COTTAGE 1



COTTAGE 2



COTTAGE 3



COTTAGE 4

In total, all twelve (12) cottages were observed. These structures serve as the primary residences of the enrolled students. These buildings were built in the mid- to late sixties, ranging from 1965 to 1967 with Abbeville Cottage being the oldest and Hester the last completed cottage. Renovations have occurred over the years with 1990 the last major interior renovation encompassing all the cottages. 2004 renovations included the installation of fire and security alarms for all cottages. Exterior conditions and interior conditions requiring attention are outlined below. In some cases the conditions were observed at multiple cottages while others are more specific and highlighted as such.

Exterior Envelope

Roof

Shingle roofs have been replaced over time and appear to be in adequate condition. Among all the cottage roofs, there were shared or common detailing deficiencies. First and foremost, installation of gutters and downspouts was inconsistent when the roofs had been replaced. Currently there are no gutters or downspouts for half of the cottages (Abbeville, Carolina, Hessie Morrah, Hester, Palmetto, and Savannah Cottages). Nickels Cottage has gutters and downspouts, but the downspouts stop approximately six feet above the ground (COTTAGE 1). At McCormick Cottage, the downspouts are not properly connected to the existing cast iron boots (COTTAGE 2,3). The remaining cottages have gutters and downspouts but do not have splash blocks at ground level. Where gutters have been installed they should be periodically cleaned to ensure they function properly. The gutters at Charleston Cottage in particular had noticeable amounts of organic debris.

In some cases the shingles show signs of reaching their end life. Two buildings in particular displaying such signs are Hessie Morrah and Huguenot Cottages. Granular loss was most apparent on Hessie Morrah Cottage (COTTAGE 4). This roof also showed signs of curling and buckling shingles. These last two conditions are susceptible to shingle loss due to high winds. Buckling is also an indicator for possible issues with the roof underlayment (COTTAGE 5). The same was viewed at Huguenot Cottage. The curling of shingles is a typical condition on many roof edges as a drip edge was not installed and the shingle extends well beyond the roof edge unsupported.

Cottages (cont.)



COTTAGE 5



COTTAGE 6



COTTAGE 7



COTTAGE 8



COTTAGE 9

In multiple instances, the roof over the exterior basement stairs is failing. At Abbeville Cottage (COTTAGE 6), there is no flashing where the roof meets the exterior wall. The condition is further exacerbated by the omission of gutters above. As seen in the photo, not only has the roof failed, but the adjacent wood window has begun to rot. At Palmetto Cottage (COTTAGE 7), the flashing has not been properly installed and has a considerable gap between it and the shingles below. Proper flashing would have the flashing tuck beneath the shingles. These details result in roof water from above adding to the water collected at the bottom of the exterior basement steps due to clogged drains. With nowhere to go and a typical worn-out door threshold, water is free to enter the basement and cause further damage inside (COTTAGE 8).

Failure to redirect water away from the building perimeter has resulted in local erosion of the soil adjacent to the foundation, thereby creating voids for water to collect and increasing the possibility of water infiltration into the cottage basement levels. In other instances (at Nickles Cottage, for example) the increased water exposure has led to accelerated deterioration of the foundation masonry (COTTAGE 9). At Hessie Morrah Cottage, the constant cascading of roof water onto ductwork below has dislodged the flashing from the wall and caused the sealant to fail (COTTAGE 10).

In every case, cottages should have gutters at all eave conditions, diverters at valley conditions, diverters at roof points directly above building entries and points of egress, downspouts extending the full distance from the roof to direct the water to either the ground or gutter below, and splash blocks at ground level to direct water away from the building perimeter.

Brick Masonry Veneer

Of the twelve buildings, only five show issues with their veneer. It should be noted (per the original construction documents from 1966) that the brick veneer is directly bonded to the concrete masonry unit back-up. As such there is no drainage cavity in this particular wall system. It is therefore imperative to repair any and all cracks to avoid water infiltration. Abbeville Cottage exhibits some cracking in its masonry veneer, particularly on the right hand side of the south façade. One brick from the window sill has fallen out creating a substantial void (COTTAGE 11). Cracks along the mortar head and bed joint were visible from this point and spread downwards towards the ground. Cracks in both masonry and mortar joints were also visible on the left hand side of the east egress door below the window. It appears former cracks were addressed but new ones have formed. It is not known if the partial replacement of the brick window sill is contributing to the issue. Abbeville's chimney is damaged and needs repair to prevent further damage to the building as well as risk of injury to the building's visitors (COTTAGE 12).

Charleston Cottage exhibits multiple instances of previous brick repairs, particularly at openings on the north facade (COTTAGE 13, 14). At the northern gable, the window head condition also displays crack-

Cottages (cont.)



COTTAGE 10



COTTAGE 11



COTTAGE 12



COTTAGE 13



COTTAGE 14



COTTAGE 15



COTTAGE 16



COTTAGE 17



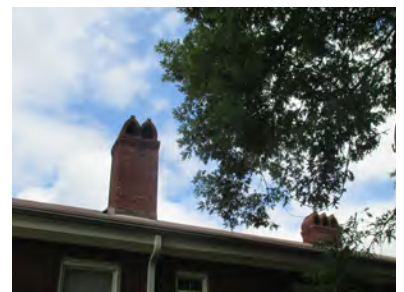
COTTAGE 18



COTTAGE 19



COTTAGE 20



COTTAGE 21

ing but awaits repair (*COTTAGE 15*). All three conditions appear to be the result of water infiltrating behind the veneer, causing the lintel to rust and thereby jacking the brick. In the last case, the condition should be addressed to prevent further jacking which could allow more water to penetrate the envelope.

McCormick Cottage's cracking is primarily limited to the attic windows on both gable ends, with the north gable in worse condition. (*COTTAGE 16*).

At Nickles Cottage, as mentioned earlier, there is masonry loss due to missing components in the roof drainage system (*COTTAGE 9*).

Cottages (cont.)



COTTAGE 22



COTTAGE 23



COTTAGE 24



COTTAGE 25



COTTAGE 26

Savannah Cottage in particular exhibits a number of cracks in the masonry extending from window corners to building corners (*COTTAGE 17, 18*). The consistent direction and location of the cracking indicates the building is possibly settling at the rear. It is not clear if settlement has contributed to the glass pane loss at both gable end conditions (*COTTAGE 19*).

Flashing

Roof flashing was replaced when new work was performed on the roofs. In all instances step flashing has been installed around chimneys, at roofs running along adjacent walls, etc. The flashing is not truly step flashing, however, as a single piece of flashing has typically been installed, is not toothed-in to the masonry coursing, and relies solely on the sealant along the top leg of the flashing to provide a watertight seal at the joint. At Hessie Morrah Cottage, the original step flashing has been cut at the base with the shingles tucked under (*COTTAGE 20*). This invites water to enter between the brick veneer and the shingles. In other cases, required crickets for certain roof penetrations (i.e., roof equipment and chimney) have either not been installed or are insufficiently attempted with a bent piece of flashing at the corners of the obstructing object (*COTTAGE 21*).

Installation of flashing at through-roof penetrations (i.e., vent stacks) is inconsistent and represents another point where water can enter the building. Where the roof replacement appears to be recent, the flashing (one piece boots) is in good condition (at Carolina and Charleston Cottages, for example). On others, such as Hessie Morrah Cottage, the flashing has failed (*COTTAGE 22*).

Hessie Morrah Cottage also showcases poorly installed flashing at the mechanical duct through-wall penetration (*COTTAGE 10*). The use of silicone sealant along the top edge appears to have been a temporary fix that has since failed. It should be noted that this condition is compounded by the lack of a gutter directly above the point of duct penetration (*COTTAGE 23*). Nickles Cottage has a similar duct penetration, though the connection has not failed, in part due to better mechanical fastening to the veneer wall as well as having gutters to redirect the water off the roof above (*COTTAGE 24*).

Miscellaneous Exterior

Other items that were observed during our walk-through are specific to individual cottages and as follows:

- The television antenna at Charleston Cottage has fallen onto the roof and needs to be repositioned and secured. The roof in the local vicinity should be checked to ensure no damage to the shingles or flashing has occurred (*COTTAGE 25*).
- The crawlspace under Hessie Morrah Cottage is not properly enclosed, and wildlife (skunks) have entered the premises to cause further damage.
- In multiple instances, riser heights of egress stairs are not consistent with one another. (*COTTAGE 26*).
- Window glass panes were missing at Palmetto Cottage (*COTTAGE 27*) and Savannah Cottage (*COTTAGE 19*).

Cottages (cont.)



COTTAGE 27



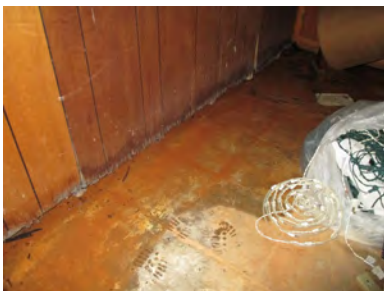
COTTAGE 28



COTTAGE 29



COTTAGE 30



COTTAGE 31

Interior

The effects of moisture infiltration are commonly seen in all twelve cottages in the form of mold, peeling paint, and, in some instances, standing water. Water captured within the walls enables mold to grow in warm temperatures (particularly when interior air movement or conditioning may not be consistent) and causes the wall surface to disengage from the applied paint (*COTTAGE 28,29*). The damage ranges from minor instances (<5% of walls and ceilings requiring plaster repair and repainting) at Abbeville, Carolina, Huguenot, Lethe, and Nickles Cottages; to moderate (5-20% of walls and ceilings requiring plaster repair and repainting) at Charleston, Columbia, McCormick, Palmetto, and Savannah Cottages; to severe (>20% of walls and ceilings requiring plaster repair and repainting) at Hester and Hessie Morrah Cottages.

Standing water was observed in the basements of both Lethe and Palmetto Cottages. Similar conditions are inferred to be present at the remaining ten cottages, as the document drawings show consistent foundation and exterior wall systems. A visible line of efflorescence (*COTTAGE 30*) on the interior side of the foundation walls indicates a high moisture quantity held within the wall. Other areas of standing water have impacted a finished portion of the basement (*COTTAGE 31*). The water appears to be penetrating the basement through the soil on the outside. As previously noted, directing water away from the building perimeter is essential to keeping water out of the building, especially at the foundations where the original wall damp proofing has most likely failed with the passage of time.

Another contributing factor to potential moisture (vapor) migration is the typical cottage crawlspace where no vapor barrier has been installed, either at the ground level or at the underside of the first floor level (*COTTAGE 32*). It should be noted that the typical crawlspaces are passively vented along the foundation perimeter walls, though the vent spacing and sizing should be verified given the crawlspace area.

Most of the interior damage can be attributed to exterior water as noted above. There were some instances, however, where the interior plumbing system appears to be the cause of damage. Wall damage observed on the first floor of McCormick Cottage may be the result of water leakage from an overhead bathroom where the plumbing chase associated to the showers is located (*COTTAGE 33,34*).

Additionally, where previous repairs or investigations have occurred, said areas should be completed or repaired as needed. Huguenot Cottage, for example, has two large holes through its ceiling (*COTTAGE 35*). Additionally, where painting has occurred, it should be confirmed all life safety devices have been returned to their proper working condition. A smoke detector in a storage closet in Carolina Cottage has been taped over, presumably for painting (*COTTAGE 36*). The tape must be removed for the sensor to function properly.

Lastly, some of the cottages' original flooring appears to meet the physical criteria for known materials containing asbestos. In Hessie Morrah Cottage, for example, carpet has been removed and has ex-

Cottages (cont.)



COTTAGE 32



COTTAGE 33



COTTAGE 34



COTTAGE 35



COTTAGE 36



COTTAGE 37

posed the subflooring materials (mid-sixties VCT) (COTTAGE 37). After testing this material, the School should determine whether to encapsulate the tile or remediate it and apply new flooring. Asbestos floor tile in the neighboring dining room has also shifted out of place and must be addressed. It should also be noted this HESSIE MORRAH Cottage is currently not in use.

Family Center



Exterior

The Family Center will need to address issues with both the built-up roof over the main building and the pitched shingle roof over the rear storage. The ballast-covered built-up roof at the main building is the primary location for the condensers associated with the building's HVAC system (*FAMILY 1,2*). The long-term success of the roof is directly dependent on the installation of flashing at all the equipment curbing. It was noted that walk pads have been provided for additional roof protection. Joints at the cast stone coping on the flat roof have failed in multiple locations and will require repair (*FAMILY 3-5*). The counter flashing and termination bar have failed, and the vertically installed roofing membrane is drooping in large sections. In some instances, the sag is significant enough that the entire flashing is compromised and allows water to get behind the membrane (*FAMILY 6*). Sealant of the joints in the same flashing material has failed as well, creating yet more opportunities for water infiltration. Drainage for this roof area is by overflow scuppers, which appear to working properly.

At the rear storage building, the architectural grade shingles exhibit early signs of granular loss (see staining in *FAMILY 7*). Furthermore, the step flashing at the point of connection to the main Family Center building appears to rely entirely on sealant and unfortunately appears to have failed (*FAMILY 8*). Compounding matters, the roof also lacks a roof drainage system (i.e. gutter and downspout system), though no damage was noted at the foundation condition. The architect recommends installing a gutter and downspout system to direct water away from the building perimeter.



FAMILY 1



FAMILY 2



FAMILY 3



FAMILY 4



FAMILY 5



FAMILY 6

Family Center (cont.)

Interior

The effects of water damage are apparent on the interior, with approximately 20% of the interior surfaces (walls, floors, and ceilings) requiring repair and repainting (*FAMILY 9,10*). Large cracks on the interior are further indication of the building's settlement. Interior finishes also appear to contain asbestos, and in some instances have been disturbed to expose the fibrous material.



FAMILY 7



FAMILY 8



FAMILY 9

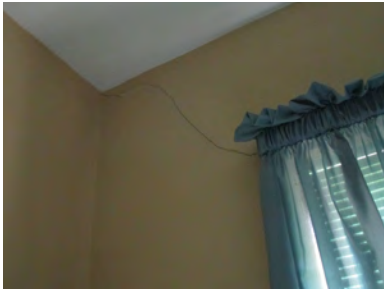


FAMILY 10

Infirmary



INFIRMARY 1



INFIRMARY 2



INFIRMARY 3



INFIRMARY 4

Exterior

There are a number of issues to correct on the infirmary's exterior. Steps at the building entry are heavily damaged and will require repair for safe use (*INFIRMARY 1*). A number of cracks in the exterior masonry indicate settlement of the building, and have further impact on the building's interior condition (*INFIRMARY 2*). Flashing installed along the intersection of a roof gable and intersecting wall is failing in many places and entirely missing in others, providing a point of entry for exterior water (*INFIRMARY 3*). At the entry porch, exterior mold should be removed and surfaces refinished, and the door hardware should be repaired. The building also lacks a gutter and downspout system, which is needed to direct water away from the building perimeter.

Interior

The effects of water damage are apparent on the interior, with approximately 20% of the interior surfaces requiring repair and repainting. Large cracks on the interior are further indication of the building's settlement. Original interior floor finishes also appear to meet the physical criteria for asbestos-containing material (*INFIRMARY 4*), and in some instances have been disturbed to expose the fibrous material.

Laundry Facility



LAUNDRY 1

The laundry facility is currently not in use due to malfunctioning equipment and the School's desire to install a gas line for the dryers. Unlike many of the buildings evaluated on the John De La Howe campus, water damage to the laundry building is primarily caused by humidity (*LAUNDRY 1*). This is expected from a facility that uses water and heat in its machines, and can be rectified with adequate ventilation. Ductwork and piping in the facility will require repair.

The laundry building does not have a gutter and downspout system (see image above), though it does not suffer as have other buildings on campus where they have been omitted.

Pool Facility



POOL 1

The pool is not currently in use. In addition to the poor condition of the pool itself, the architect noted plant growth on and through the pool outbuilding that needs to be removed to prevent future damage (*POOL 1*).

School



SCHOOL 1



SCHOOL 2



SCHOOL 3



SCHOOL 4

The roof, though recently replaced, exhibits substantial ponding in multiple locations (*SCHOOL 1*). Roof drains at these particular areas should be cleared of any accumulated organic debris to function properly. Though no leaking was observed on the interior immediately below the clogged drains, these areas should be monitored to ensure there are no long-term issues with the roofing substrate. Also, all condensate piping from roof HVAC units should be properly connected and allowed to drain properly, thereby avoiding the creation of additional sources for roof water.

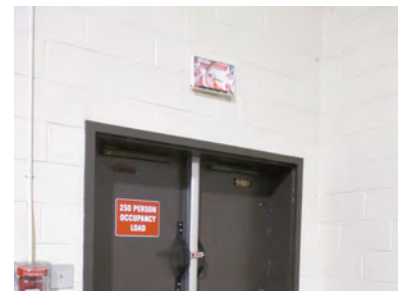
Water damage on the exterior of the building is limited to paint blistering and failing (flaking) from nearly all painted concrete surfaces (see above image). Mold growth (*SCHOOL 2*) has also accumulated and should be cleaned, more for aesthetic reasons than for long-term performance. It should be noted these locations appear to be associated with former roof water run-off and should be monitored to ensure the run-off has been addressed when the roof was replaced. Vegetation (*SCHOOL 3*) should be removed for the long-term performance of the masonry.

Water damage on the interior is exhibited in only a few areas, including the library and a rear classroom. Damaged ceiling tiles at these locations should be replaced.

In the gymnasium, water damage has caused paint to flake from the walls (*SCHOOL 4*) and traces of rust are visible at the underside of the roof decking. This occurs in only one location at the perimeter of the ceiling. Simple paint peeling from the metal decking is visible (*SCHOOL 5*) but may be more from previous water issues than current issues as the ceiling and perimeter walls are in otherwise good condition. It should also be noted that an exit sign located in the southeast corner of the gym requires repair (*SCHOOL 6*).



SCHOOL 5



SCHOOL 6

Superintendent's House



Exterior

The roof appears to have been recently replaced and is in generally good condition, though it does have a few issues. While the upper roof drains to a gutter and downspout system, the lower gables drain directly to the ground. The architect suggests providing gutters and downspouts for lower roofs to direct water away from the building perimeter. A significant length of gutter at the rear of the house has been damaged and is disengaged from the eave, requiring repair (*SUPERINTENDENT 1*).



SUPERINTENDENT 1

The step flashing at the lower gable roofs appear to barely lap over the shingle edges as it meets the masonry vertical wall, let alone lap under the shingles for proper installation. As is consistent with some of the recent roof installations on campus, the flashing is not actually stepped with the existing coursing but rather relies on a single piece of metal with sealant at the top edge. In some conditions the flashing is broken by the existing masonry window sill and may channel run-off to the vulnerable sealant-clad joint. If no drip is present at the underside of the same sill, then the sealant joint under the sill is also susceptible. This is particularly true at the sun room located on the south corner of the house (*SUPERINTENDENT 2*) and may be the main culprit for the introduction of moisture in this area.



SUPERINTENDENT 2

Moisture impact in this area is visible in three instances. First, moisture migration has caused paint loss and significant cracking at the underside of the wood ceiling trim (*SUPERINTENDENT 3*). This occurs primarily where the sun room addition touches the original building. The second (see settlement crack in *SUPERINTENDENT 4*) and third (see wracked jamb in *SUPERINTENDENT 5*) issues may be related, as it appears the addition is settling. This has resulted in the inability for the exterior door to properly seal, close, and latch, thereby creating additional opportunities for the elements to enter the building, not to mention a liability in security.



SUPERINTENDENT 3

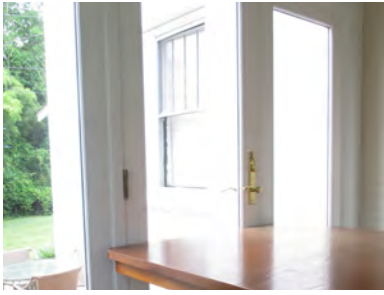
It is unknown if the issues outlined above are contributing to the cracked pane of glass in an upstairs bedroom (*SUPERINTENDENT 6*), though the item should be addressed to avoid any further issues should the glass fall from the storm window sash and onto the patio below.



SUPERINTENDENT 4

The rear screened-in porch is in particular need of repair. Due to the aforementioned damaged gutter, substantial amounts of roof water cascade onto the lower porch roof from the main roofs above. Compounding this issue is the relatively flat pitch of the porch roof

Superintendent's House (cont.)



SUPERINTENDENT 5



SUPERINTENDENT 6



SUPERINTENDENT 7



SUPERINTENDENT 8

along with the typical suspect flashing conditions. Finally, the lower gable roof intersects the porch roof and creates an awkward flashing detail (*SUPERINTENDENT 7*). The additional moisture coupled with the fact this area is simply closed in by screen has resulted in mold covering all interior ceiling, wall, and floor surfaces, as well as portions of the corresponding exterior surfaces (*SUPERINTENDENT 8-10*). The existing painted wood ceiling should be locally removed to determine if the mold is superficial or a sign of more substantial rot above. It should also be noted that the roof over the basement stairs is currently failing and needs to be repaired to prevent injury. Concrete steps to the porch are also cracked and need to be addressed.

Interior

There are various additional instances of water damage within the house. Water damage is visible in the living room, kitchen, second floor hallway, and second floor bathroom. The first floor ceiling by the back door was previously repaired. A water stain on the ceiling above the stairs (*SUPERINTENDENT 11*) appears to have been caused by condensate not properly draining from the HVAC equipment in the attic above, though it should be noted that the stain probably proceeded the installation of the small pump (*SUPERINTENDENT 12*). The owner should monitor to ensure the item is in proper working order. The point where the condensate pipe exits the building (*SUPERINTENDENT 13*) should be sealed to prevent water, insects, or vermin from entering the attic. The owner noted the attic was recently a home to large amounts of bats that have since been relocated.

Plumbing to the house is original. The superintendent has collected numerous water samples that appear to contain copious deposits from deteriorating pipes. The bathtub is rust-stained.

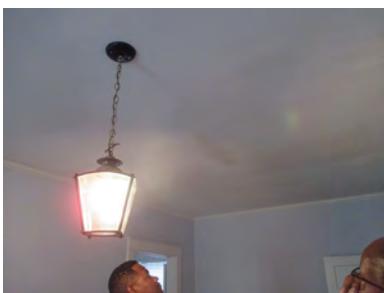
As with numerous other buildings on the campus, the house's basement is very wet. The basement floor is not properly draining, and foundation walls are damp from the absorption of exterior moisture.



SUPERINTENDENT 9



SUPERINTENDENT 10



SUPERINTENDENT 11



SUPERINTENDENT 12



SUPERINTENDENT 13

Wilderness Camp Dining & Administration Building



Exterior

The roof is reaching the end of its serviceable lifetime. Damaged shingles were observed in several locations, particularly at the eaves. The architect recommends replacing the roof. Gutters at the roof eaves are also heavily damaged or outright missing (*WILDERNESS 1*) and in need of replacement. Flashing at the chimney should be inspected (*WILDERNESS 2*) and replaced as necessary, due to evidence of water damage on the interior below this location.

Interior

The ceiling in the main dining area is heavily molded at the ridge (*WILDERNESS 3*). The ceiling has previously been repaired in the southeast corner. Similar repairs (as well as repainting) will be necessary for the remaining ceiling area.

Water damage is also evident at the kitchen ceiling, where ceiling tiles and grid are stained and tiles are collapsing (*WILDERNESS 4*).



WILDERNESS 1



WILDERNESS 2



WILDERNESS 3



WILDERNESS 4



Structural Assessment

Johnson & King Engineers

Administration Building • School • Cafeteria • Family Center • Barn

General

On May 20, 2015, I made a site visit to review some existing buildings on the John de la Howe campus in McCormick, SC. The purpose of the visit was to evaluate the structural condition of the five buildings listed below. Observations were limited to structural elements that were exposed to view and which could be seen without removal of building finishes. This report is based on observations made during the site visit and a review of the drawings for the original buildings. No testing or structural calculations were done.

The scope of this report does not include Tier 1 seismic evaluations in accordance with ASCE 31, Seismic Evaluation of Existing Buildings, which is referenced in the State Engineer's Manual. However, some general observations can be made about all the buildings listed below except for the three-story portion of the Family Center. The other buildings were designed before seismic design was required by the building code, and they all have load-bearing unreinforced masonry walls. These walls provide some resistance to wind and seismic lateral loads on the building by acting as shear walls. Buildings with unreinforced load-bearing masonry walls behave very poorly in seismic events however. Since the walls have no reinforcing, they are very brittle and are not able to deform in a ductile manner during an earthquake. Instead, the brittle walls are subject to collapse and, since the walls are load-bearing, the floors and roof also collapse. It should be noted, however, that the International Existing Building Code does not require existing buildings to be upgraded seismically unless the occupancy is being changed or structural modifications are made which significantly increase the seismic load or decrease the seismic capacity of the building.

The Family Center is somewhat different. It was renovated in the mid-1990s and had a seismic force-resisting system added as discussed in more detail in the Family Center section of this report.

The five buildings which are included in this report are:

- Administration Building
- School Building
- Cafeteria
- Family Center
- The Barn

Administration Building



ADMIN 1



ADMIN 2

The Administration Building was designed by Architect Charles William Fant in 1938 and it was constructed on the site of a previous building which burned in 1937.

Structural System

The Administration building (ADMIN 1) consists of two stories, a basement/crawl space and an attic. The exterior walls are solid brick load-bearing masonry and the internal structure consists of wood framing with load-bearing wood stud walls along the corridors. In the basement/crawl space area wood floor joists are supported on wood beams which bear on brick piers (ADMIN 2) and on the exterior brick walls. The roof structure consists of wood board sheathing on wood rafter framing (ADMIN 3). The roof is covered with terracotta tiles (ADMIN 4).

Structural Condition

The main problem observed in the Administration building was water intrusion. Evidence of serious water damage was noted in various locations throughout the building. (ADMIN 5-7) show just a few of the

Administration Building (cont.)



ADMIN 3



ADMIN 4



ADMIN 5



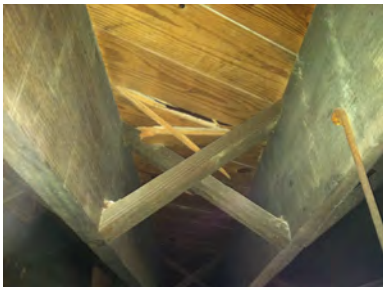
ADMIN 6



ADMIN 7



ADMIN 8



ADMIN 9



ADMIN 10



ADMIN 11

examples observed. In the attic it was evident that many of the water leaks have occurred at roof valleys (ADMIN 3, 8), and daylight was even visible through the roof in some areas (ADMIN 3). It appears that many of the wood valley members must have been severely damaged by water in the past since the lower ends of these members have been cut off and replaced with newer wood (ADMIN 8).

In addition to the water intrusion issues, some other minor structural issues were observed. At one location under the auditorium (ADMIN 9) the wood flooring has broken, loose bricks were noted at the top of a chimney (ADMIN 10), and mortar is eroding from the brick walls beside the entry stairs to the building (ADMIN 11).

Conclusions and Recommendations

Water intrusion is a serious issue with wood-framed buildings since it can lead to significant rotting and deterioration of the wood structure if the leaks are not repaired and the water intrusion is allowed to continue. In order to prevent serious damage to the wood structure of this building, the roof should be repaired or replaced and all water leaks should be stopped.

School



SCHOOL 1



SCHOOL 2



SCHOOL 3



SCHOOL 4



SCHOOL 5

The School Building was designed by GMK Architects in 1973.

Structural System

The School Building is a single-story structure with a high roof portion of the building containing a gymnasium (SCHOOL 1). The roof structural system primarily consists of corrugated steel deck on steel bar joists (SCHOOL 2) which bear on load-bearing interior and exterior unreinforced concrete block walls. The exterior walls have brick veneer. The roof has sloped lightweight insulating concrete on top of the corrugated deck. The entry area of the building has a pitched roof (SCHOOL 3) consisting of plywood sheathing on wood framing supported on steel beams, and two interior portions of the building have pitched roofs with clerestory skylights (SCHOOL 4, 5). These two areas have Tectum type cementitious roof deck on steel bulb tees supported on sloped steel beams. Certain areas around the perimeter of the building have exposed concrete beams used for architectural emphasis (white areas in SCHOOL 1, 3).

The load-bearing concrete block walls are supported on continuous wall footings and non-load bearing concrete block wall interior partitions are supported on thickened slabs.

Structural Condition

The building is in good structural condition. A few cracks were observed in the concrete block walls (SCHOOL 6), however this is quite common in the unreinforced walls which were used in buildings of this era and does not indicate a structural problem. Some buckling was observed along the hip line of the roof over one of the interior skylight areas (left side of SCHOOL 5).

Conclusions and Recommendations

The cracks in the concrete block walls (SCHOOL 6) should be repaired by cutting out the cracked mortar joints and re-pointing to a depth of one inch. The buckled shingles (SCHOOL 5) should be investigated the next time this area is reroofed.



SCHOOL 6

Cafeteria



CAFE 1



CAFE 2



CAFE 3



CAFE 4



CAFE 5

This building was designed by Jones & Fellers Architects in 1969.

Structural System

The Cafeteria Building is a single-story structure, square in plan, with a pitched roof around the perimeter (CAFE 1) surrounding a central flat roof area for mechanical equipment (CAFE 2). The structural system for the pitched roof areas consists of wood OSB sheathing on hat channels on light gage steel trusses (CAFE 3) which bear on load-bearing interior and exterior unreinforced concrete block walls. The flat roof portion has a concrete slab on steel bars joists which bear on the interior concrete block walls. The exterior walls have brick veneer. Steel grating has been installed within the roof truss area to provide catwalks for access (CAFE 4). The load-bearing concrete block walls are supported on continuous wall footings.

Structural Condition

The building is in good structural condition except for a few items. Work has been started for some type of plumbing repair at the loading dock area at the rear of the building (CAFE 5). Cracks were observed at several corners in the exterior brick veneer (CAFE 6). There are no exterior expansion joints in the brick as are commonly installed in new buildings today, so the brick has cracked at the corners as a result of expansion due to temperature changes and moisture absorption in the brick veneer. Numerous locations were observed in the horizontal brick mortar joints where the joint reinforcing has rusted and cracked or spalled the mortar in the joint (CAFE 7, 8). This is likely due to the joint reinforcing being installed too close to the exterior face of the wall, resulting in insufficient mortar coverage to provide corrosion protection. In addition, the joint reinforcing may not have been hot-dipped galvanized as is typically done in exterior walls of new building today.

Conclusions and Recommendations

The repair at the loading dock area should be completed so that the hole can be backfilled and the slab replaced. This should be done as soon as possible to prevent additional undermining of the slab and footings. Due to the size of the hole and limited accessibility for compaction equipment, it is recommended that the hole be backfilled with flowable fill, which is a highly fluid, low-strength concrete mix

Cafeteria (cont.)



CAFE 6



CAFE 7



CAFE 8

used for such purposes.

The cracks in the brick veneer and the joint reinforcement problems are minor issues. However, to prevent further damage, vertical expansion joints could be sawed in the brick veneer near each corner and properly sealed with backer rods and caulk. The problem with the joint reinforcing is difficult to repair since it could occur anywhere in the exterior brick veneer. Joints where the mortar has already spalled could be cut out, the joint reinforcing cleaned as much as possible with a wire brush, painted with galvanizing repair paint and then the joints should be repointed with mortar. The success of this type of repair will be limited, however, if the joint reinforcing is too close to the exterior surface.

Family Center



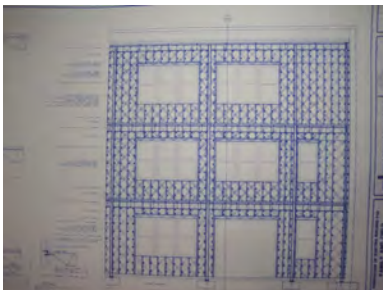
FAMILY 1



FAMILY 2



FAMILY 3



FAMILY 4



FAMILY 5

This building was constructed around 1930 according to a plaque on the exterior of the building. There were major renovations during the mid-1990s designed by Design South Partnership Architects in which the building, including the interior structure and roof, was basically gutted and rebuilt.

Structural System

The main portion of Family Center is a three-story structure with exterior stone walls (FAMILY 1). This portion of the building has a flat roof where numerous mechanical units are located (FAMILY 2). The exterior stone walls were originally load-bearing, but during the 1990s renovations a complete new structural steel system was installed in the building. The floor structure consists of a concrete slab on corrugated steel deck supported on steel bar joists (FAMILY 3) and the roof system consists of steel roof deck on steel bar joists and beams. The roof and floors are supported on a complete frame of steel beams, columns and new footings so that the floors and roof no longer rely on the exterior stone walls for support. A lateral-force-resisting system was also added during the renovations, consisting of heavy-gage steel studs at the inside of the exterior stone walls around the perimeter of the building with a grid of diagonal steel straps screwed to the studs (FAMILY 4). The straps were added to provide resistance to wind and seismic lateral loads. The stone walls were also anchored to the studs with closely spaced clips screwed to the walls and the studs.

There is a one-story structure attached to the main structure (FAMILY 5) which has a pitched roof consisting of plywood sheathing on prefabricated wood trusses which bear on the exterior stone walls (FAMILY 6). The truss system was added during the 1990s renovation. Since this portion of the building does not have the diagonal steel straps that were added to the main part of the building, resistance to wind and seismic lateral loads is provided by the unreinforced exterior stone walls acting as shear walls.

Structural Condition

The building appears to be in good structural condition except that signs of significant water intrusion were observed (FAMILY 7).

Conclusions and Recommendations

Roof leaks should be repaired to prevent damage to the structure.



FAMILY 6



FAMILY 7

The Barn



BARN 1



BARN 2



BARN 3



BARN 4



BARN 5

According to a plaque on the exterior of the building, the Barn was constructed in 1931 as part of the Work Projects Administration and later had a major renovation designed by Drakeford Architects in the mid-1990s.

Structural System

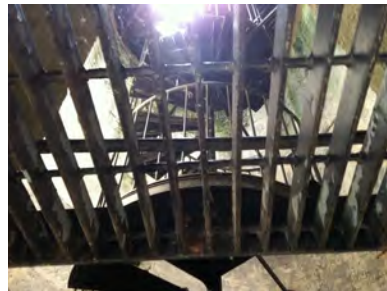
The Barn consists of the main structure (BARN 1), an adjoining single-story structure (BARN 2) and an adjacent pair of concrete silos (BARN 3). The main barn structure contains two complete floors and a loft level which has partial floors at the two ends of the barn. The loft level floors were added in the 1990s renovation. The Barn structural system consists of load-bearing exterior stone walls and wood floor and roof framing (BARN 4). The floors have additional interior support from cast iron columns. The Barn has a cantilevered balcony which was added during the 1990s renovation (BARN 5). The adjoining one-story structure has construction similar to the main building. On the opposite side of the barn are two round concrete silos with interior spiral stairs. The silos have some steel grating floors which were added in the 1990s renovation (BARN 6).

Structural Condition

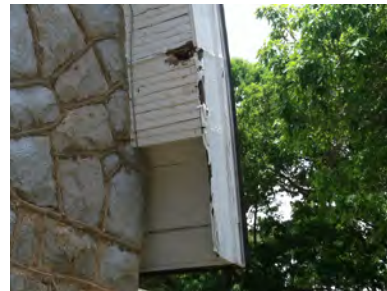
The building is in generally good structural condition, except for a few issues. There is damage on the rakes of the barn structure due to water damage or possibly from the wood being chewed by squirrels (BARN 7). These locations allow water to enter the building and cause further damage. Water damage is also evident at the barn windows (BARN 8) and at the ceiling of the single story structure (BARN 9). The concrete at the base of the silos has spalled off at some of the horizontal reinforcing (BARN 10). The cantilevered balcony (BARN 5) has been in place for approximately 20 years and shows signs of weathering.

Conclusions and Recommendations

The holes in the rakes and other damaged wood at the barn structure should be repaired and roof leaks in the single-story structure should be repaired to prevent further damage to the buildings. The damaged concrete at the silos is not an immediate concern, but should be repaired at some point. The cantilevered balcony at the exterior of the barn structure should be considered unsafe for use unless a detailed inspection and evaluation of the framing and the railing walls is performed.



BARN 6



BARN 7

Barn (cont.)



BARN 8



BARN 9



BARN 10



Roof Assessment

Shepard & Associates, LLC

Administration Building



Report: 2095
PF 14007.002.003
May 29, 2015

Ms. Viola Faust
Chief Financial Officer
John de la Howe School
192 Gettys Road
McCormick, SC 29835

Subject: John de la Howe School
Administration Building
Roof Asset Evaluation
Approximately 15,000 SF

Dear Ms. Faust,

Reference our onsite meeting of May 27, 2015 with Mr. Rudolph Bowers, Ms. Kate Lanni and Mr. John Bedell, this letter report is to provide the John de la Howe School (Owner) with Shepard & Associates' report of findings from our evaluation of the subject facility roofing assets.

The field investigation forming the basis for this report was performed on 05/27/2015 by Shepard & Associates (S&A) - Mr. Blount Shepard, AIA, Principal.

OBJECTIVE:

The general objective of the roof asset evaluation at the subject building is to perform a visual evaluation of the existing roof conditions and develop a set of recommended architectural actions with budget estimates of the best, most economical repair or replacement roofing system.

BACKGROUND:

The Owner has retained Quackenbush Architects (Architect) to perform a comprehensive Facility evaluation which includes the existing Administration Building at the subject property. As a part of total building evaluation, the Owner wants to include in their report any necessary roof repairs or replacement to ensure that the building is watertight.

The shape and material composition are the two main ways of differentiating roof tiles. Based on these factors, S&A believes this tile to be a clay historic side lock tile with a medium wire score finish. The tile roofing assembly is a steep sloped (6:12) roofing applied in shingle fashion over felt building paper underlayment, installed over substrate 1x6 wood decking. Continuous gutters and downspouts are located all eaves. *Figure 1, Figure 2, Figure 3*

S&A believes the tile manufacturer is the former B. Mifflin Hood Brick Co. of Daisy, Tennessee. The tile that was examined did appear sound and without noticeable loss to its surfacing hardness. On the "surface", S&A believes that the tiles are in reasonably good condition, and that the unbroken tiles can be reused. During removals, if it is determined to restore the clay tile roofing assembly, the "Corner clipped" tiles should be retained by the Owner as "attic stock". Because of their condition S&A does not think absorption testing is necessary.

No destructive openings were made; however, there were isolated locations where tile is missing and substrate roofing assembly is observable. Additionally, access to the attic was gained through a ceiling access panel in the second floor hallway. As such, the condition and make-up of the roof framing on the west end of the main building was observed. *Figure 4, Figure 5*



One sample of the felt underlayment was taken during the evaluation. While not providing a comprehensive asbestos survey, S&A did have this sample tested by EMSL testing laboratory and the results were negative for the presence of asbestos. A comprehensive asbestos survey must be completed prior to any roofing material removals taking place.

There is "attic stock" tile stored at grade behind the Main Building.

CONDITIONS:

05/27/15 – Periods of clouds; TEMPERATURES daytime high 88° nighttime low 69°, Trace Precipitation.

PROCEDURE:

At approximately 8:30am on 05/27/2015, Mr. Shepard was on site to perform due diligence evaluation of the existing clay tile roof assembly.

Mr. Shepard used a one man lift for close inspection of the eave end of the tile roof assembly assets. This lift was set up in four locations around the building perimeter. The locations are designated on the building key plan.

While on site, measurements were taken, and visible materials and roofing components were identified and evaluated. Mr. Shepard left the site at approximately 2:30PM.

ROOF ASSEMBLY INVENTORY:

1. Flat Interlocking Clay Tile Roof Assembly:

- a. Clay Historic Side Lock Tile - Wire Scored approximately 8"x13"x1" and 3/4" butts.
 - i. Medium Wire Score Finish.
 - ii. 10" Exposure
 - iii. 3" headlap
- b. Underlayment - 30 lb asphalt impregnated building felt
- c. Fasteners - copper nails (one and two holes per tile)
- d. Hip Ridge Tiles - Wire Scored approximately 7-1/4" x 15" x 9/16"
 - i. Medium Wire Score Finish.
 - ii. 11" Exposure
 - iii. 4" headlap
 - iv. EPDM single ply membrane flashing below ridge tiles

2. Projected Horizontal Area: Approximately 15,025 Square Feet

1.118 Slope Factor

Actual Tile Area: Approximately 16,798 Square Feet

3. Slope: Approximately 6:12.

4. Roof Framing: Wood 2x8 rafters with cross bracing spaced at 16" OC; heavy timber bracing at rafter mid span, wind bracing at ridge, 2x12 valley rafter



5. Drainage: Over eave to half round hung gutters that are continuous around perimeter except none are present at the gable end walls. Downspouts carry drainage to grade and discharge on concrete splashblocks.
6. Sheet metal flashings -
 - a. Copper:
 - i. apron flashings and counterflashings at gable end cornice
 - ii. step flashing and counter flashing at chimney and minor entrances
 - iii. valley flashings
 1. approximately 5" open valleys with 1/2" inverted "V" in centerline
 - b. Galvanized Steel: Metal eave trim
 - c. Lead: Pipe Penetration Boots.
7. Gutters and downspouts:
 - a. 6" half round painted galvanized or terne metal
 - b. brackets at approximately 36"OC
 - c. downspout outlets 3-3/4" diameter
 - d. Downspouts corrugated 3-3/4" x 4-3/4" rectangular painted galvanized or terne metal
 - e. Wood Cornice: Approximately 18" overhang with five piece wood trim.
 - i. Main Building has dentil below fascia approximately every 24". Refer to attached architectural sketch detail D1.
 - ii. East and West Wing cornice is plain without the dentils Refer to attached architectural sketch detail D2.
8. Ventilation:
 - a. 6" x 12" screen wire soffit vents located along the perimeter except none in gable end wall conditions (31 total)
 - b. (3) Polynesian hip triangular gable louvers
 - c. (2) Round gable end louvers approximately 2' diameter.

ROOF ASSEMBLY OBSERVATIONS/EVALUATIONS:

A. Interior Moisture Infiltration Symptoms (MIS):

1. At first floor offices, MIS #s 1, 2 and 3 are ceiling damage due to water infiltration through the second floor. *Figure 6, Figure 7*. MIS #4 is floor damage in the Auditorium on the first floor that also results in moisture infiltration into the basement storage area below the Auditorium. *Figure 8, Figure 9*
2. MIS #s 5-30 are ceiling damage due to water infiltration through the roof/attic assembly.
 - i. Minimum symptoms observed include paint peeling with no water marks; cracked plaster with no water marks. *Figure 10, Figure 11*



- ii. Moderate symptoms observed include stained ceiling tiles; efflorescing plaster, water or water stains in light fixtures. *Figure 6, Figure 11, Figure 12, Figure 13, Figure 14*
 - iii. Maximum symptoms observed include wood deterioration in attic ceiling assembly, loss of ceiling finish material and active water requiring wastebaskets to be emptied during active rain storms. *Figure 7, Figure 15, Figure 16, Figure 17, Figure 18*
- B. Flat Interlocking Clay Tile Roof Assembly:
 - 1. Clay tile shingles are missing in several locations. *Figure 19, Figure 20, Figure 21*
 - i. Shingles are corner chipped in numerous locations (approximately 30 per square). *Figure 22*
 - ii. Isolated shingles are broken. *Figure 23, Figure 24*
 - iii. Underlayment is damaged and deteriorated severely in locations where tiles are missing. Underlayment is compromised, but not observed, in all MIS locations. *Figure 25*
 - 2. Hip ridge tiles are missing in isolated locations. *Figure 26*
- C. Attic framing in good condition.
 - 1. Roof deck sheathing has deteriorated and will need to be replaced in isolated locations near Moisture Infiltration Locations; framing is generally sound in the one location observed up close, MIS#3. *Figure 30*
 - 2. Generally the roof deck sheathing boards are in good condition. *Figure 5*
- D. Gutters are deteriorated as observed by the rusty interiors. *Figure 1, Figure 27, Figure 28*
 - 1. Fresh paint keeps the exterior of the gutters and downspouts in adequate appearance, but it is suspected that the interior of the downspouts is in the same state of deterioration as the condition as the interior of the gutter.
- E. Metal flashings are adequate.
 - 1. The copper valleys, step flashings and counterflashing continue to perform as intended.
 - 2. The galvanized metal edge trim is rusty but also appears to be functionally adequate.
 - 3. The lead flashing boots are deteriorated and allowing moisture entry into the roofing assembly. *Figure 29*

DISCUSSION/CONCLUSIONS:

The overarching problem with the existing roofing assembly is that the underlayment is past its effective life expectancy, requiring a complete shingle tile removal to replace it. The copper metal flashings are holding up, but will need to be replaced when the underlayment is replaced. Underlayment deterioration is accelerated in locations where it is exposed to excessive moisture and sunlight. These locations directly correlate to damages in the clay tile shingles, lead pipe penetration flashings and other flashing deficiencies. These locations also are where the Moisture Infiltration Symptoms occur and are identified on the attached Roof Key Plan (K1).



The drainage components, and cornice maintenance (wood conservation/replacement & painting) should be considered if a reroofing project is performed. The condition of the gutters and downspouts would warrant being changed out at the time a new roofing assembly is installed. Cornice painting, while not in real bad shape, will be very assessable during any reroofing activity.

The attic ventilation is adequate. Approximately 49SF of clear attic ventilation is required. The existing soffit and gable end vents (triangular and circular) provide this ventilation and no apparent damage was observed attributed to inadequate ventilation.

Until the underlayment and flashings are replaced, interior damage below will continue. The sanitary vent flashings are deteriorated and are a cause of moisture infiltration. There is isolated damage to the substrate decking as well as approximately 20 LF of wood cornice components located at the northeast gable end entrance elevation that will need to be replaced. For budget purposes S&A thinks that 750 BF of wood decking is adequate.

A significant number of the existing clay flat interlocking tile roofing can be reused in a comprehensive reroofing project. With new underlayment, metal flashings, gutters and downspouts, existing and reclaimed replacement clay tile a 75 year life cycle roofing assembly can be expected from the project.

When care is given in the removal of the existing tiles, they can be reused with an expectation in this case that 65% can be reused. We believe 15% of the existing tiles in place are damaged already and that another 20% will be lost in the removal process. These historic tiles are available in the marketplace and can be found at Worth Supply in Indian Trail, NC. Reclaimed clay tile of this style varies in cost depending on the quantity of the order and other normal factors. A single square of reclaimed clay historic interlocking tile - wire scored will cost \$700/sq. For quantities between 5 and 10 squares the cost will be \$500/sq. and quantities over 10 squares are expected to cost \$475/sq.

RECOMMENDATIONS:

S&A recommends that the existing tile roofing be removed and a new roof assembly be installed using existing clay tile shingles and reclaimed tile as necessary.

Once the existing tile is removed, then repairs to cornice and decking can be performed, new metal flashings, gutters and downspouts can be installed and the existing and new flat clay interlocking tiles reinstalled.

ESTIMATES:

Shepard & Associates estimates that to remove the existing tile roofing and install a new roof assembly over synthetic underlayment, using existing clay tile shingles and reclaimed tile, replacing the gutters and downspouts and performing proactive maintenance on the wood cornice will cost approximately \$218,355.00. An itemized cost estimate breaks down as follows:

- A. S&A estimates in today's market that to replace the existing steep sloped roofing flashings and underlayment will cost approximately \$158,000.00 This would include:
 - 1. Treating the existing tile roofing materials as if 65% of these tile will be reinstalled,
 - 2. Replacement of damaged and deteriorated wood framing and sheathing materials at 750 BF.
 - 3. The installation of new flat interlocking tile assembly including new metal flashings.
- B. Wood cornice repair work and painting is estimated to cost approximately \$6,000.00



- C. To replace the existing copper half round gutters and downspouts, will cost approximately \$23,600.00
- D. Contractor Supervision and Oversight will cost approximately \$30,000.00

CLOSURE:

Shepard & Associates has the information necessary in this report to provide a professional services proposal for the preparation of detailed design documents and contract administration phase services.

This report has been prepared in accordance with the applicable professional standard of care. No other warranties or guarantees, express or implied, are made or intended. This summary letter report has been prepared solely for the John de la Howe School for the objective stated herein and should not be relied upon by any other party or for any other purpose. Specifically, this report may not be used in connection with actual repairs or renovation construction of any kind. The conclusions drawn in this report are based on the limited investigations, verbal information and documents provided to us as described in the report background, and our experience in similar conditions. Should pertinent information germane to this report's content be subsequently discovered, then it should be provided to us for our further evaluation. Any reliance on this report by any other party other than the John de la Howe School shall be without liability to Shepard & Associates, LLC or its employees.

I trust this report provides you with all the information that you require at this time. If we can be of any further assistance regarding this matter, do not hesitate to contact us directly.

Respectfully,
Shepard & Associates, LLC



Blount Shepard, AIA
Principal

WBS: rcp

Enclosure(s): K1 - Roof Key Plan (11"x17"), D1, D2 (8.5"x11")
Photo Albums (3)

Figures 1 - 9

Figure 1



Figure 2



Figure 3



Figure 4



Figure 5



Figure 6





Figure 7

Figure 8





Figure 9

Figures 10 - 19

Figure 10



Figure 11



Figure 12





Figure 13



Figure 14



Figure 15

Figure 16





Figure 17



Figure 18

Figure 19



Figures 20 - 29

Figure 20



Figure 21



Figure 22



Figure 23



Figure 24



Figure 25



Figure 26



Figure 27



Figure 28



Figure 29





Figure – 30

CLAY TILE SHINGLE
WOOD PLANK SHEATHING
FELT UNDERLAYMENT
HALF CLAY TILE STARTER
METAL EAVE TRIM
HALF ROUND GUTTER

1'-0 ¹/₈"

5 PIECE WOOD CORNICE

1'-6 ³/₄"

1 MAIN BUILDING EAVE DETAIL

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Irmo, South Carolina 29063
Phone: (803) 407-8284 E-mail: bshep@sc.rr.com Fax: (803) 407-8206

SHEET TITLE: **DETAILS**
PROJECT DESCRIPTION:
John de la Howe Administration Building
CLIENT NAME:
John de la Howe School

PF No. 14007.002.003
DATE: 6-17-2015
SCALE: NTS
DRAWN BY: WMM
CHECKED BY: WBS

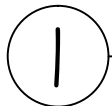
SHEET
D1

CLAY TILE SHINGLE
WOOD PLANK SHEATHING
FELT UNDERLAYMENT
HALF CLAY TILE STARTER
METAL EAVE TRIM
HALF ROUND GUTTER

1'-2 1/2"

5 PIECE WOOD CORNICE

1'-6 1/8"



TYPICAL EAVE DETAIL AT BUILDING WINGS

Shepard & Associates, LLC

3547 Dreher Shoals Road, Suite 6
Irmo, South Carolina 29063

Phone: (803) 407-8284 E-mail: bshep@sc.rr.com Fax: (803) 407-8206

SHEET TITLE:

DETAILS

PROJECT DESCRIPTION:

John de la Howe Administration Building

CLIENT NAME:

John de la Howe School

PF No. 14007.002.003

DATE: 6-17-2015

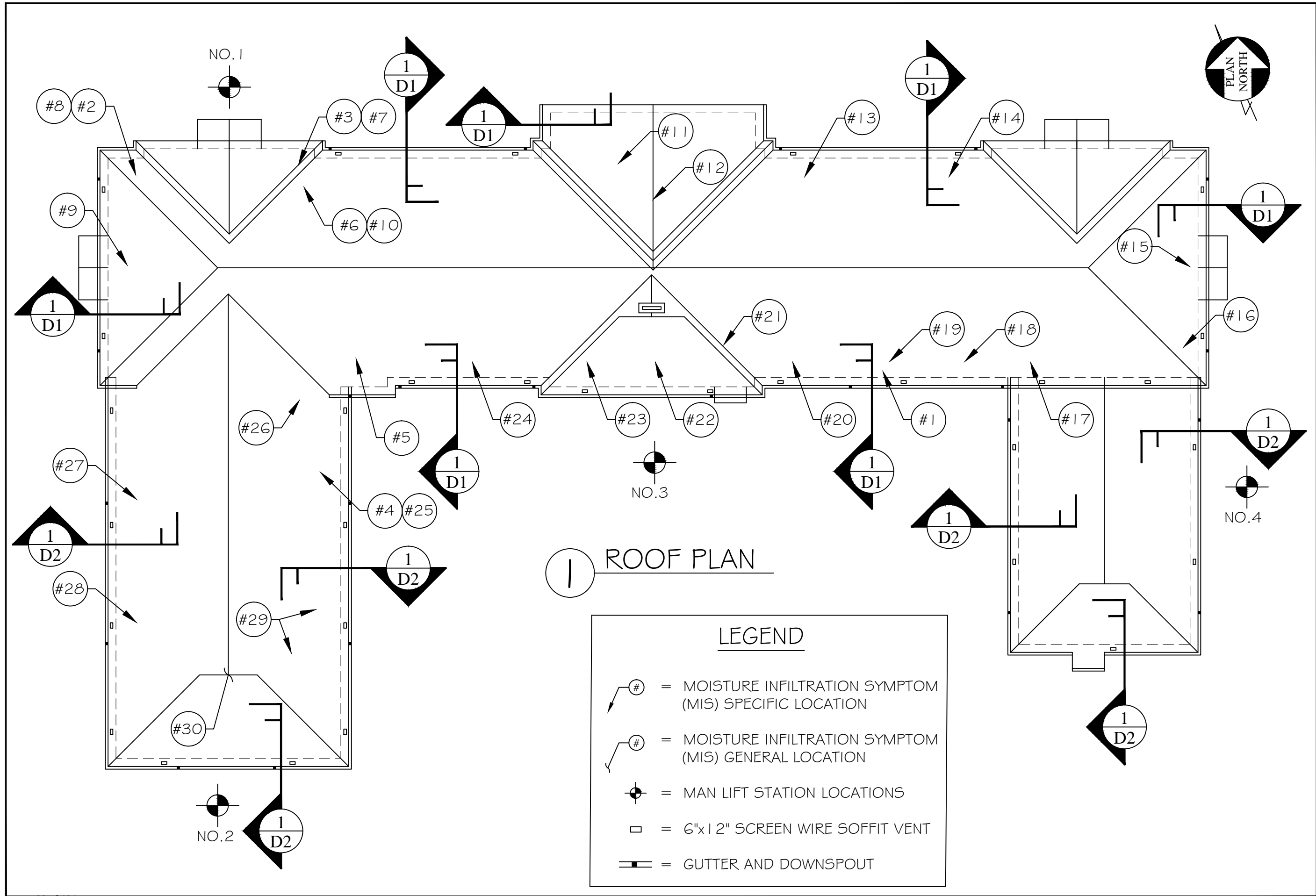
SCALE: NTS

DRAWN BY: WMM

CHECKED BY: WBS

SHEET

D2



Shepard & Associates, LLC
 3547 Dreher Shoals Road, Suite 6
 Irmo, South Carolina 29063
 Phone: (803) 407-8284 E-mail: bshep@sc.rr.com Fax: (803) 407-8206

SHEET TITLE:	Roof Key Plan
PROJECT DESCRIPTION:	John de la Howe Administration Building
CLIENT NAME:	John de la Howe School

REVISIONS	DATE	APPROVED

PF No. 14007.002.003
DATE: 6/17/2015
SCALE: NTS
DRAWN: RCP
CHECKED: WBS

SHEET
K1



Electrical Assessment

Belka Engineering Associates, Inc.

All "B1" Buildings



Belka Engineering Associates, Inc.

7 Clusters Court, Suite 201
Columbia, SC 29210

Phone (803) 731-0650 Fax (803) 731-2880
email: cestringfield@bellsouth.net

John De La Howe School Facility Assessment and Recommendations Spring 2015

The existing medium voltage electrical service is delivered to the school campus by the power company near the campus entrances. The campus power infrastructure is owned and maintained by the JDLH School. The following of this report with Figures 1 through 15 are photos of various service drop poles and pad mounted transformers. Overall the electrical service infrastructure is in good condition, with a few exceptions as follows:

1. Several of the overhead line poles are in below satisfactory or poor condition and need to be replaced within the next couple of years. Approximate probable cost of (50) poles replacement - \$100,000.
2. A few of the single phase pole mounted transformers are beginning to rust and need to be replaced or reburished. Approximate probable cost for 5 transformers - \$30,000.
3. Transformers (both pad mounted and pole mounted) need to have maintenance service performed (i.e. tighten connections, test disconnect cutouts, basic transformer testing, touch up painting, etc.). Approximate probable cost for this service - \$45,000.
4. Remove vegetation (i.e. vines, tree branches, etc.) from several service poles, transformers, and overhead lines. Approximate cost - \$5,000.

There was previous discussion of the ability to disconnect electrical service in the infrastructure and in each individual building to allow safe electrical maintenance and repair. The existing system has disconnection capability at each service pole for medium voltage maintenance of transformer and service conductors. Each building has a service entrance panel with main disconnect breakers to isolate each building electrical system. These disconnect points are all inside buildings vs. exterior mounted disconnect switches, which are required in some jurisdictions. It is our understanding that this is not one of those areas.

Overall, the campus electrical service infrastructure is in good condition at the present time (with exceptions listed above), but the system needs a scheduled maintenance and testing program to ensure continuous, effective operation.

Description of categories of electrical work:

Category A – These items are not code compliant and need immediate attention.

Category B – These items aren't in code violation but are safety issues and need immediate attention.

Category C – These items are in need of general repair.

Category D – These items are proposed for energy or maintenance improvements.

Facility ID:192 - Administration Building (AB)

Item No.	Description	Figure	Condition Category	Probable Cost
AB1	All exterior doors from building should have egress lighting.		A	\$7K
AB2	The water fountains should be plugged into gfi type receptacles.	1	A	\$2K
AB3	The exit signs are not fully lit and bulbs should be replaced or fixtures should be replaced.	2 & 3	A	\$6K
AB4	The fire alarm system does not have visual alerting devices.		A	\$60K
AB5	The fire alarm system in general needs to be tested every 6 months.		A	\$4K
AB6	Several fire alarm pull stations are mounted above ADA standards.	4	A	\$5K
AB7	All open junction boxes in building need to have a cover plates.	5	A	\$1K
AB8	The extension cord coming from the ceiling to provide power to the computer should be removed and proper receptacle mounted in wall for computer power.	6	A	\$200
AB9	Wall heaters in stairwells are not operational.		A	\$300
AB10	In general all receptacles above counters with sinks and in restrooms should be gfi type receptacles and should be grounded.	7	A	\$3K
AB11	All broken receptacles and cover plates should be replaced with new devices/cover plates.	8	B	\$1K
AB12	Several lighting fixtures are damaged from roof leaks and need to be replaced.	9	B	\$10K
AB13	Several lighting fixtures are in need of repair or replacement due to missing or broken lens or not being operational.		C	\$2K
AB14	Lighting could be changed from fluorescent fixtures to L.E.D. fixtures to save energy and maintenance costs.		D	\$50K



Figure 1

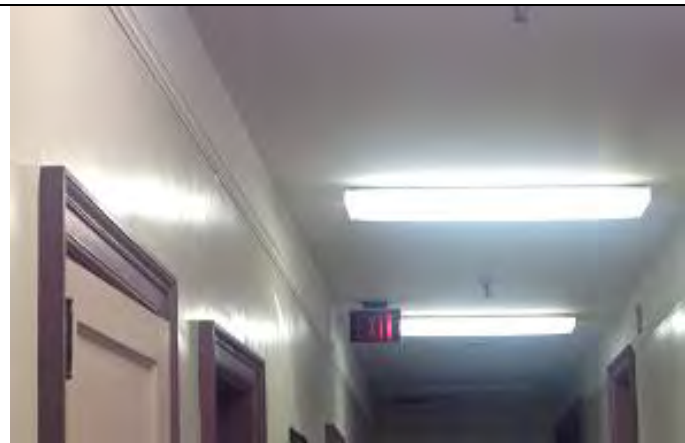


Figure 2



Figure 3



Figure 4



Figure 5

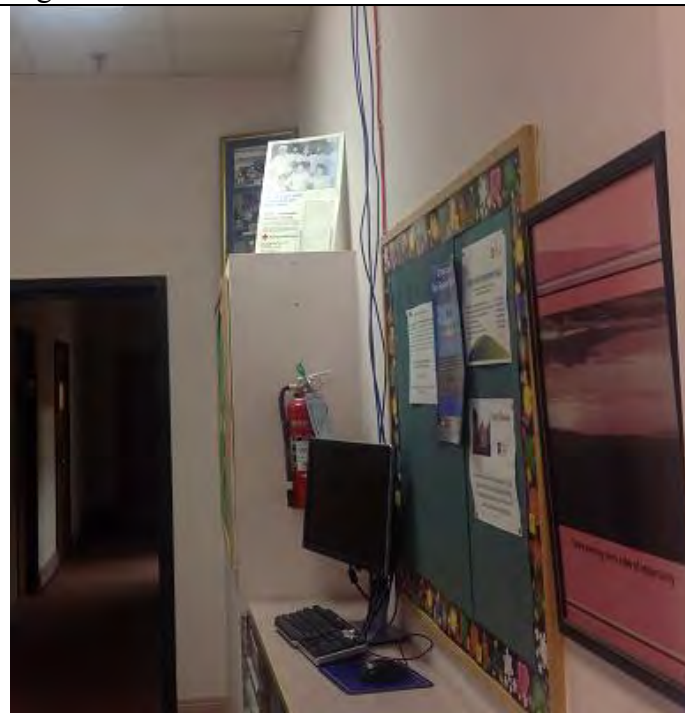


Figure 6



Figure 7



Figure 8



Figure 9

Facility ID:210 - School (SC)

Item No.	Description	Figure	Condition Category	Probable Cost
SC1	All exterior doors from building should have egress lighting.		A	\$10K
SC2	The exit signs are not fully lit and bulbs should be replaced or fixtures should be replaced.	1	A	\$7K
SC3	The fire alarm system in general needs to be tested every 6 months.		A	\$1K
SC4	Several exterior area lighting fixtures are damaged and need to be replaced.		B	\$10K
SC5	Data cable hung from ceiling should be properly installed in surface raceway.	2	B	\$2K
SC6	Several lighting fixtures are in need of repair or replacement due to missing or broken lens or not being operational.	3 & 4	C	\$2K
SC7	Lighting could be changed from fluorescent and incandescent fixtures to L.E.D. fixtures to save energy and maintenance costs.		D	\$50K

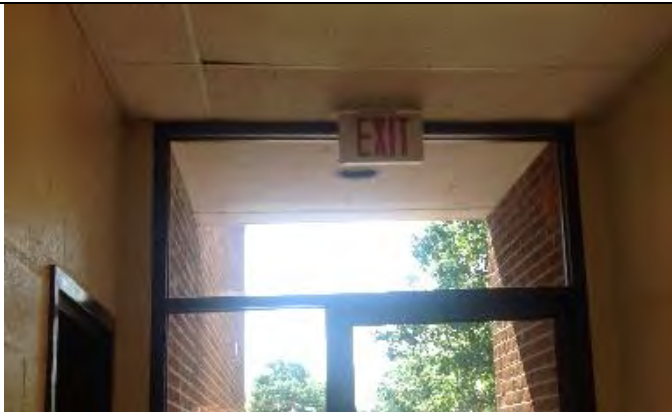


Figure 1



Figure 2



Figure 3



Figure 4

Facility ID:110 – Family Center (FC)

Item No.	Description	Figure	Condition Category	Probable Cost
FC1	All exterior doors from building should have egress lighting.		A	\$5K
FC2	The exit signs are not fully lit and bulbs should be replaced or fixtures should be replaced.	1	A	\$4K
FC3	The fire alarm system in general needs to be tested every 6 months.		A	\$4K
FC4	Several fire alarm pull stations are mounted above ADA standards.	2	A	\$1K
FC5	All open junction boxes in building need to have a cover plates.	3 & 4	A	\$1K
FC6	In general all receptacles above counters with sinks and in restrooms should be gfi type receptacles and should be grounded.	5	A	\$2K
FC7	Surface mounted light switch needs to be secured to wall.	6	B	\$500
FC8	Several lighting fixtures are in need of repair or replacement due to missing or broken lens or not being operational.	7	C	\$2K
FC9	Lighting could be changed from fluorescent and incandescent fixtures to L.E.D. fixtures to save energy and maintenance costs.		D	\$40K



Figure 1



Figure 2



Figure 3



Figure 4



Figure 5



Figure 6



Figure 7

Facility ID:1014– Barn (BN)

Item No.	Description	Figure	Condition Category	Probable Cost
BN1	All exterior doors from building should have egress lighting.		A	\$3K
BN2	The exit signs are not fully lit and bulbs should be replaced or fixtures should be replaced.	1 & 2	A	\$3K
BN3	The fire alarm system in general needs to be tested every 6 months.		A	\$3K
BN4	Several fire alarm pull stations are mounted above ADA standards.	2 & 3	A	\$1K
BN5	All open junction boxes in building need to have a cover plates.		A	\$1K
BN6	Several receptacles are incorrectly wired.	4	A	\$1K
BN7	Several emergency fixtures are broken and need to be replaced.	5	B	\$3K
BN8	Several lighting fixtures are in need of repair or bulb replacement.		C	\$6K
BN9	Lighting could be changed from fluorescent and incandescent fixtures to L.E.D. fixtures to save energy and maintenance costs.		D	\$15K



Figure 1



Figure 2



Figure 3



Figure 4



Figure 5

Facility ID:166 – Infirmary (IF)

Item No.	Description	Figure	Condition Category	Probable Cost
IF1	All exterior doors from building should have egress lighting.		A	\$2K
IF2	The exit signs are not fully lit and bulbs should be replaced or fixtures should be replaced.	1	A	\$2K
IF3	The fire alarm system in general needs to be tested every 6 months.		A	\$2K
IF4	Several fire alarm pull stations are mounted above ADA standards.	2	A	\$1K
IF5	All open junction boxes in building need to have a cover plates.		A	\$1K
IF6	In general all receptacles above counters with sinks and in restrooms should be gfi type receptacles and should be grounded.	3	a	\$2K
IF7	Emergency egress inside building is required.		A	\$3K
IF8	Exterior disconnect switches are rusted and need to be replaced.	4	B	\$4K
IF9	Cable wiring on exterior is not secured to building.	5	B	\$1K
IF10	Several lighting fixtures are in need of repair or bulb replacement.		C	\$5K
IF11	Lighting could be changed from fluorescent and incandescent fixtures to L.E.D. fixtures to save energy and maintenance costs.		D	\$12K

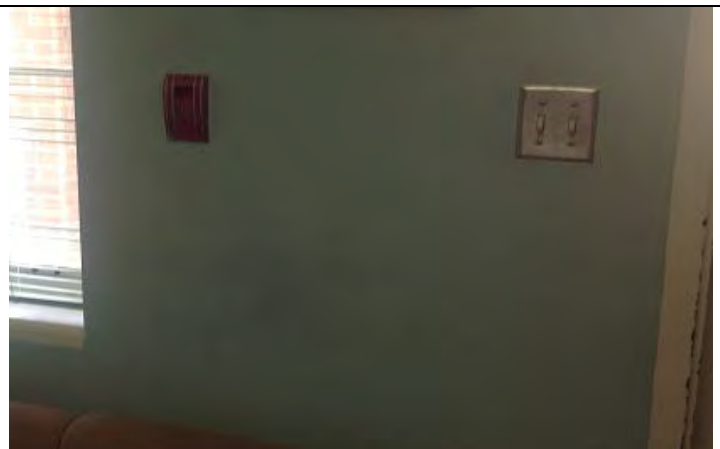
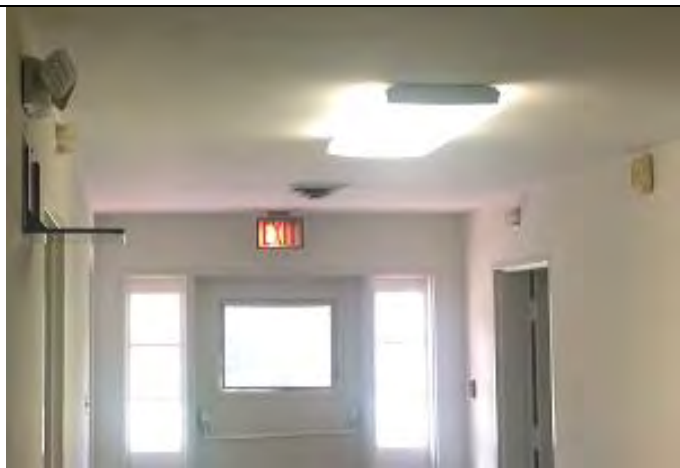


Figure 1



Figure 2



Figure 3



Figure 4



Figure 5



Facility ID:174 – Chapel (CP)

Item No.	Description	Figure	Condition Category	Probable Cost
CP1	All exterior doors from building should have egress lighting.		A	\$2K
CP2	The exit signs are not fully lit and bulbs should be replaced or fixtures should be replaced.	1	A	\$2K
CP3	Several necessary exit signs are missing.	2	A	\$2K
CP4	The fire alarm system in general needs to be tested every 6 months.		A	\$3K
CP5	Several fire alarm pull stations are mounted above ADA standards.		A	\$1K
CP6	All open junction boxes in building need to have a cover plates.		A	\$1K
CP7	Emergency egress inside building is required.		A	\$3K
CP8	Conduit feeding panels are PVC type. Recommend rigid metal conduit.	3	C	\$2K
CP9	Several lighting fixtures are in need of repair or bulb replacement.	4	C	\$5K
CP10	Lighting could be changed from fluorescent and incandescent fixtures to L.E.D. fixtures to save energy and maintenance costs.		D	\$20K



Figure 1

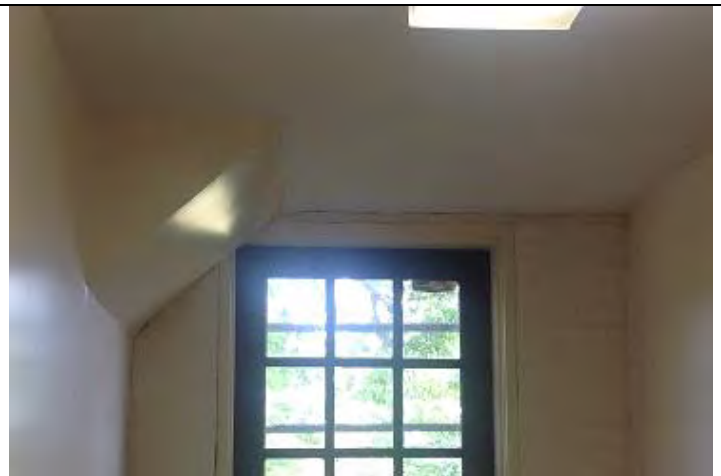


Figure 2



Figure 3



Figure 4

Facility ID:331 – Pool House (PH)

Item No.	Description	Figure	Condition Category	Probable Cost
PH1	All exterior doors from building should have egress lighting.		A	\$2K
PH2	All open junction boxes in building need to have a cover plates.		A	\$1K
PH3	Emergency egress inside building is required.		A	\$1K
PH4	Exterior panel is rusted and door is broken. Recommend replacement with new panel.	1	B	\$5K
PH5	Several lighting fixtures are in need of replacement.	2	C	\$5K
PH6	Lighting could be changed from fluorescent and incandescent fixtures to L.E.D. fixtures to save energy and maintenance costs.		D	\$6K



Figure 1



Figure 2

Facility ID:353 – Cafeteria (CF)

Item No.	Description	Figure	Condition Category	Probable Cost
CF1	All exterior doors from building should have egress lighting.		A	\$4K
CF2	The exit signs are not fully lit and bulbs should be replaced or fixtures should be replaced.	1 & 2	A	\$3K
CF3	The fire alarm system in general needs to be tested every 6 months.		A	\$3K
CF4	Several fire alarm pull stations are mounted above ADA standards.	2,3 & 4	A	\$1K
CF5	All open junction boxes in building need to have a cover plates.		A	\$1K
CF6	In general all receptacles above counters with sinks and in kitchen should be gfi type receptacles.	5	A	\$2K
CF7	Emergency egress inside building is required. Broken emergency lighting wall units should be replaced.	6	A	\$4K
CF8	All broken receptacles and cover plates should be replaced with new devices/cover plates.		B	\$1K
CF9	Lighting could be changed from fluorescent fixtures to L.E.D. fixtures to save energy and maintenance costs.		D	\$20K

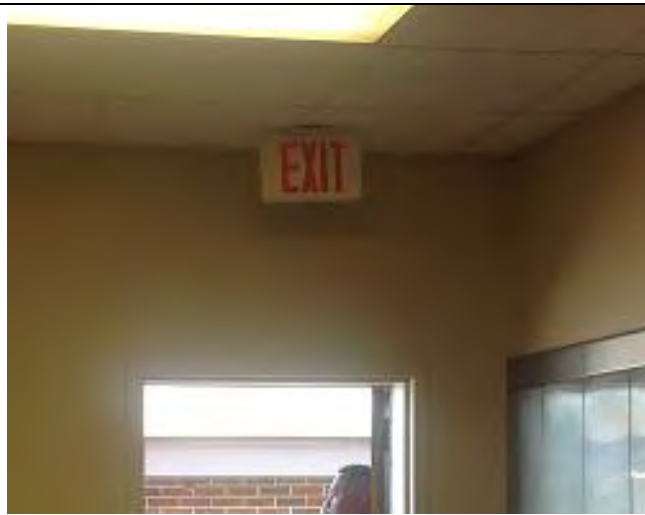


Figure 1

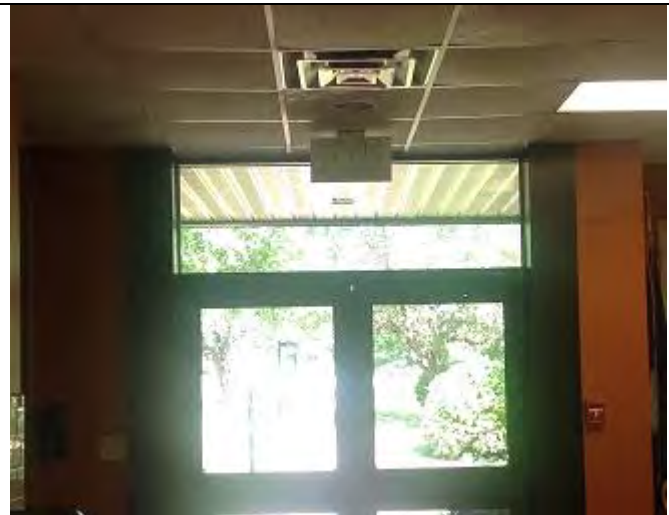


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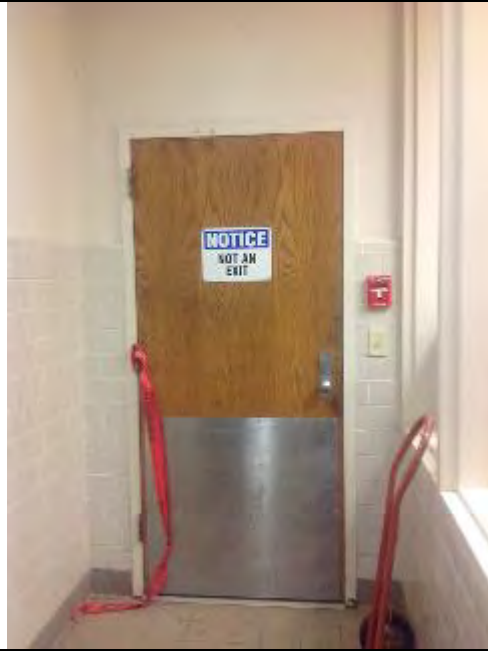


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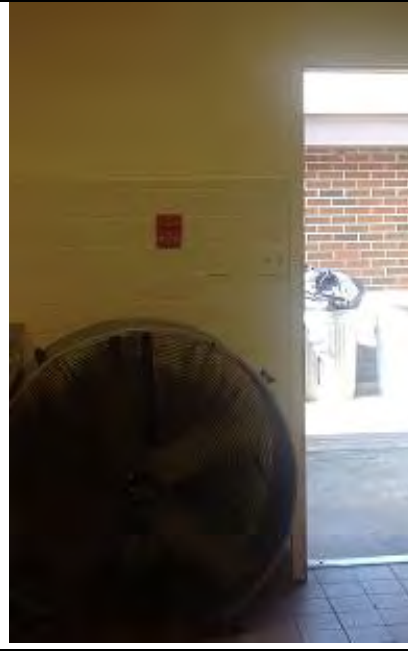


Figure 4



Figure 5



Figure 6

Facility ID:108 – Nickles Cottage (NI)

Item No.	Description	Figure	Condition Category	Probable Cost
NI1	All exterior doors from building should have tested, working egress lighting.		A	\$2K
NI2	The fire alarm system in general needs to be tested every 6 months.		A	\$1K
NI3	Several fire alarm pull stations are mounted above ADA standards.	1	A	\$1K
NI4	All open junction boxes in building need to have a cover plates.		A	\$1K
NI5	Emergency egress inside building is required.		A	\$2K
NI6	Conduit connection to water heater should be secured to water heater.	2	A	\$500
NI7	All broken receptacles and cover plates should be replaced with new devices/cover plates.	3	B	\$1K
NI8	Lighting could be changed from fluorescent fixtures to L.E.D. fixtures to save energy and maintenance costs.		D	\$12K



Figure 1



Figure 2



Figure 3

Facility ID:125 – Abbeville Cottage (AC)

AC3	Several fire alarm pull stations are mounted above ADA standards.		A	\$1K
AC4	The exit signs are not fully lit and bulbs should be replaced or fixtures should be replaced.	1	A	\$2K
AC5	All open junction boxes in building need to have a cover plates.		A	\$1K
AC6	Emergency egress inside building is required.		A	\$2K
AC7	Several light switches are mounted above ADA standards.	2	A	\$1K
AC8	In general all receptacles above counters with sinks and in restrooms should be working gfi type receptacles wired correctly.	3	A	\$2K
AC9	Electrical controls should have coverplate.	4	A	\$500
AC10	Loose wire hanging from ceiling should be secured in raceway.	5	B	\$500
AC11	All broken receptacles and cover plates should be replaced with new devices/cover plates.		B	\$1K
AC12	Several lighting fixtures are in need of repair or bulb replacement.	6	C	\$2K
AC13	Lighting could be changed from fluorescent fixtures to L.E.D. fixtures to save energy and maintenance costs.		D	\$10K



Figure 1

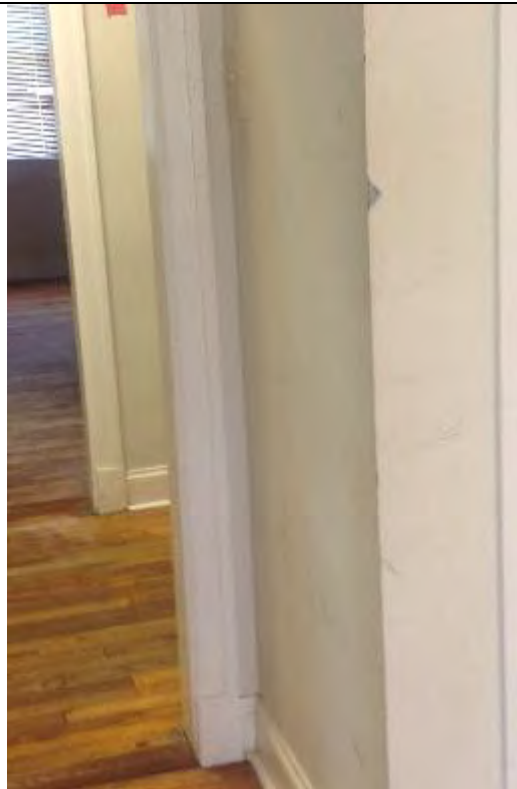


Figure 2



Figure 3

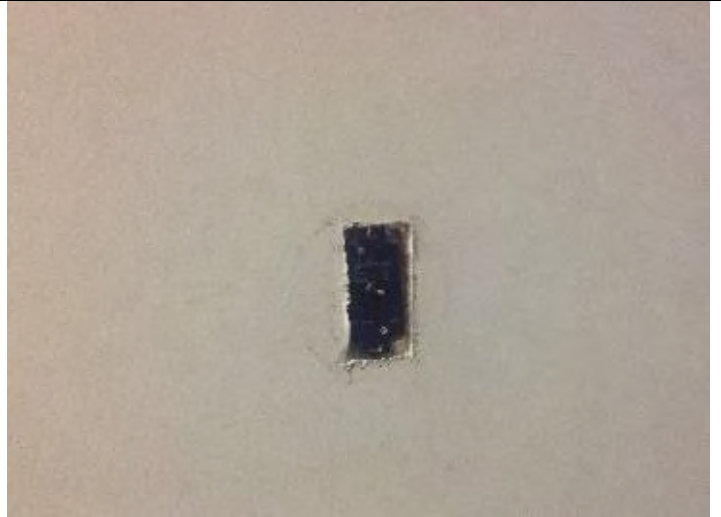


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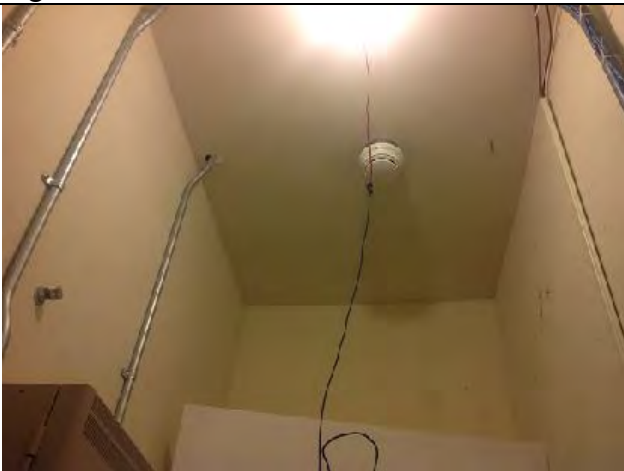


Figure 5



Figure 6

Facility ID:142 – Carolina Cottage (CA)

CA1	All exterior doors from building should have tested, working egress lighting.		A	\$2K
CA2	The fire alarm system in general needs to be tested every 6 months.		A	\$1K
CA3	Several fire alarm pull stations are mounted above ADA standards.		A	\$1K
CA4	The exit signs are not fully lit and bulbs should be replaced or fixtures should be replaced.		A	\$2K
CA5	All open junction boxes in building need to have a cover plates.		A	\$1K
CA6	Emergency egress inside building is required.		A	\$2K
CA7	Several light switches are mounted above ADA standards.		A	\$1K
CA8	In general all receptacles above counters with sinks and in restrooms should be working gfi type receptacles wired correctly.		A	\$2K
CA9	All broken receptacles and cover plates should be replaced with new devices/cover plates.		B	\$1K
CA10	Several lighting fixtures are in need of repair or bulb replacement.		C	\$2K
CA11	Lighting could be changed from fluorescent fixtures to L.E.D. fixtures to save energy and maintenance costs.		D	\$10K

*See photos for Abbeville Cottage for similar items.

Facility ID:228 – Palmetto Cottage (PM)

Item No.	Description	Figure	Condition Category	Probable Cost
PM1	All exterior doors from building should have tested, working egress lighting.		A	\$2K
PM2	The fire alarm system in general needs to be tested every 6 months.		A	\$1K
PM3	Several fire alarm pull stations are mounted above ADA standards.	1	A	\$1K
PM4	The exit signs are not fully lit and bulbs should be replaced or fixtures should be replaced.	2 & 3	A	\$2K
PM5	All open junction boxes in building need to have a cover plates.		A	\$1K
PM6	Emergency egress inside building is required.		A	\$2K
PM7	Several light switches are mounted above ADA standards.		A	\$1K
PM8	In general all receptacles above counters with sinks and in restrooms should be working gfi type receptacles wired correctly.		A	\$2K
PM9	All broken receptacles and cover plates should be replaced with new devices/cover plates.		B	\$1K
PM10	Several lighting fixtures are in need of repair or bulb replacement.	4	C	\$2K
PM11	Lighting could be changed from fluorescent fixtures to L.E.D. fixtures to save energy and maintenance costs.		D	\$10K

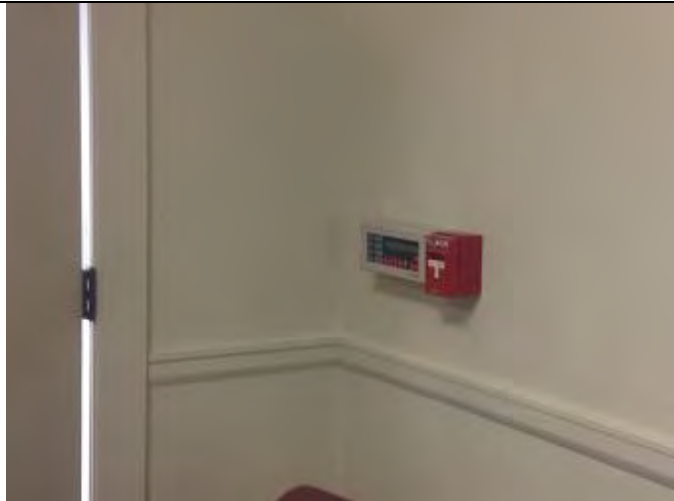


Figure 1

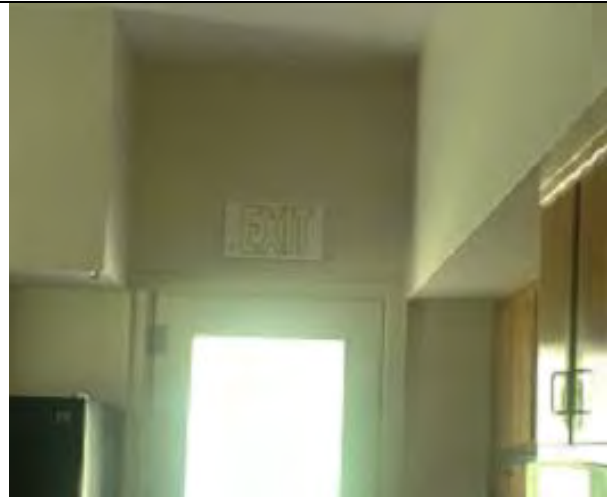


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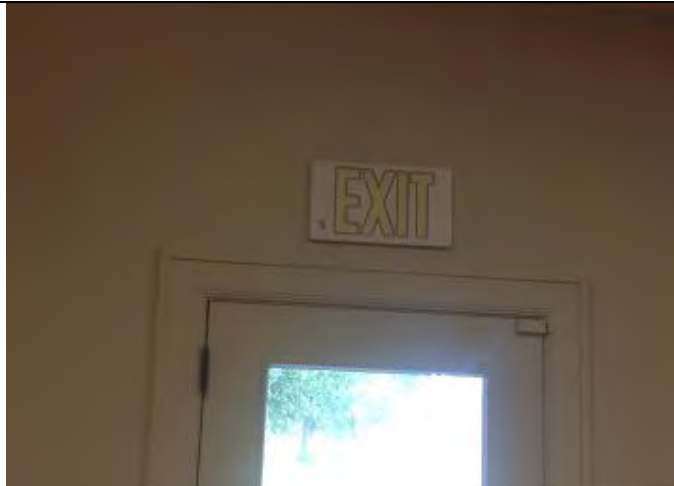


Figure 3



Figure 4

Facility ID:182 – Super Intendant (SI)

Item No.	Description	Figure	Condition Category	Probable Cost
SI1	All exterior doors from building should have tested, working egress lighting.		A	\$2K
SI2	All interior electrical wiring should be supported to structure.	1	A	\$500
SI3	All open junction boxes in building need to have a cover plates.	2	A	\$500
SI4	Several lighting fixtures are in need of repair or bulb replacement.	3 & 4	C	\$1K
SI5	Lighting could be changed from fluorescent fixtures to L.E.D. fixtures to save energy and maintenance costs.		D	\$5K



Figure 1



Figure 2



Figure 3



Figure 4

Facility ID:146 – Savannah Cottage (SV)

Item No.	Description	Figure	Condition Category	Probable Cost
SV1	All exterior doors from building should have tested, working egress lighting.		A	\$2K
SV2	The fire alarm system in general needs to be tested every 6 months.		A	\$1K
SV3	The exit signs are not fully lit and bulbs should be replaced or fixtures should be replaced.	1	A	\$2K
SV4	All open junction boxes in building need to have a cover plates.		A	\$1K
SV5	Emergency egress inside building is required.		A	\$2K
SV6	Exterior disconnect switches are rusted and should be replaced with new exterior rated disconnect switches.	2	B	\$3K
SV7	Electrical service entrance should be free of vegetation.	3	B	\$1K
SV8	Lighting could be changed from fluorescent fixtures to L.E.D. fixtures to save energy and maintenance costs.		D	\$10K



Figure 1



Figure 2



Figure 3

Facility ID:204 – Hester Cottage (HS)

Item No.	Description	Figure	Condition Category	Probable Cost
HS1	All exterior doors from building should have tested, working egress lighting.		A	\$3K
HS2	The fire alarm system in general needs to be tested every 6 months.		A	\$1K
HS3	Several fire alarm pull stations are not operational and should be replaced.	1 & 2	A	\$2K
HS4	The exit signs are not fully lit and bulbs should be replaced or fixtures should be replaced.	3	A	\$2K
HS5	All open junction boxes in building and on exterior need to have a cover plates.	4	A	\$1K
HS6	Emergency egress inside building is required.		A	\$3K
HS7	Electrical conduit is should be secured to mechanical unit on exterior.	5	A	\$500
HS8	Exterior disconnect switches are rusted and should be replaced with new exterior rated disconnect switches.	6	B	\$3K
HS9	Exterior disconnect switches should be free of vegetation.	7	B	\$500
HS10	Receptacles located beside toilets should be removed and a blank cover plate installed.	8	B	\$500
HS11	Several lighting fixtures are in need of repair or bulb replacement.	9 & 10	C	\$2K
HS12	Lighting could be changed from fluorescent fixtures to L.E.D. fixtures to save energy and maintenance costs.		D	\$15K



Figure 1



Figure 2

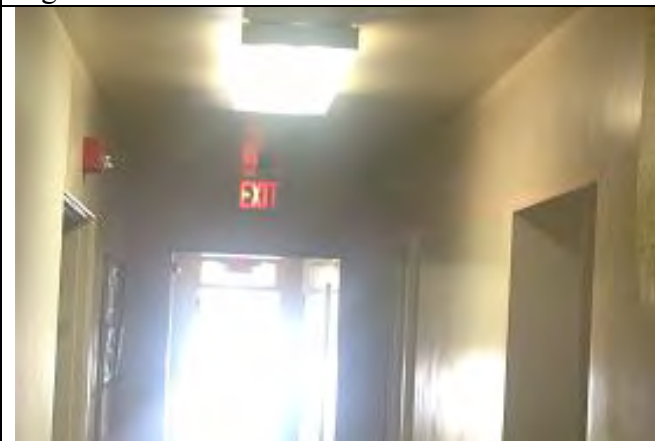


Figure 3



Figure 4



Figure 5



Figure 6



Figure 7



Figure 8



Figure 9



Figure 10

Facility ID:290 – Vehicle Maintenance (VM)

Item No.	Description	Figure	Condition Category	Probable Cost
VM1	All exterior doors from building should have tested, working egress lighting.		A	\$2K
VM2	All interior electrical wiring should be supported to structure.	1	A	\$1K
VM3	Unsupported conduits entering panel. Use of nonmetallic raceway in area of possible damage. Storage of materials in NEC working clearance of panel.	2	A	\$1K
VM4	Several lighting fixtures are in need of repair or bulb replacement.		C	\$2K
VM5	Lighting could be changed from fluorescent fixtures to L.E.D. fixtures to save energy and maintenance costs.		D	\$10K

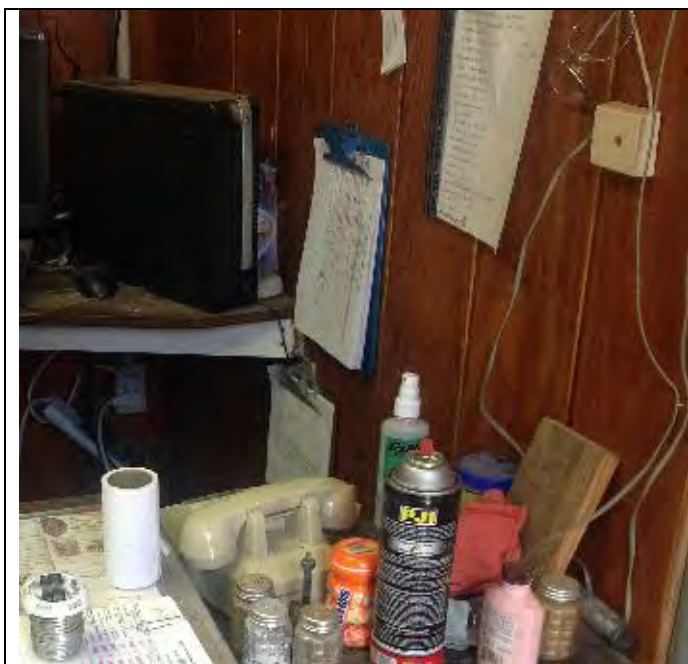


Figure 1



Figure 2

Facility ID:324 – Laundry (LA)

Item No.	Description	Figure	Condition Category	Probable Cost
LA1	All exterior doors from building should have tested, working egress lighting.		A	\$2K
LA2	The fire alarm system in general needs to be tested every 6 months.		A	\$1K
LA3	Several lighting fixtures are in need of repair or bulb replacement.	1	C	\$2K
LA4	Lighting could be changed from fluorescent fixtures to L.E.D. fixtures to save energy and maintenance costs.		D	\$10K



Figure 1

Facility ID:340 – Lethe Cottage (LC)

Item No.	Description	Figure	Condition Category	Probable Cost
LC1	All exterior doors from building should have tested, working egress lighting.		A	\$2K
LC2	The fire alarm system in general needs to be tested every 6 months.		A	\$1K
LC3	Several fire alarm pull stations are mounted above ADA standards. Several fire alarm pull stations are missing.	1	A	\$2K
LC4	The exit signs are not fully lit and bulbs should be replaced or fixtures should be replaced.	1	A	\$2K
LC5	All open junction boxes in building need to have a cover plates.		A	\$1K
LC6	Emergency egress inside building is required.		A	\$2K
LC7	All broken receptacles and cover plates should be replaced with new devices/cover plates.	2	B	\$1K
LC8	Exterior disconnect switches are rusted and should be replaced with new exterior rated disconnect switches.	3	B	\$3K
LC9	Lighting could be changed from fluorescent fixtures to L.E.D. fixtures to save energy and maintenance costs.		D	\$10K

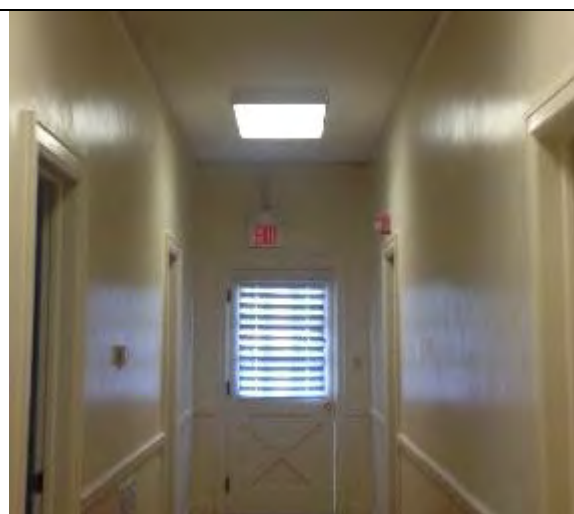


Figure 1



Figure 2



Figure 3

Facility ID:366 – Columbia Cottage (CO)

Item No.	Description	Figure	Condition Category	Probable Cost
CO1	All exterior doors from building should have tested, working egress lighting.		A	\$2K
CO2	The fire alarm system in general needs to be tested every 6 months.		A	\$1K
CO3	Several fire alarm pull stations are mounted above ADA standards. Several fire alarm pull stations are missing.	1 & 2	A	\$2K
CO4	The exit signs are not fully lit and bulbs should be replaced or fixtures should be replaced.	2 & 3	A	\$2K
CO5	All open junction boxes in building need to have a cover plates.		A	\$1K
CO6	Emergency egress inside building is required.		A	\$2K
CO7	All broken receptacles and cover plates should be replaced with new devices/cover plates.		B	\$1K
CO8	Several lighting fixtures are in need of repair or bulb replacement.	4	C	\$2K
CO9	Lighting could be changed from fluorescent fixtures to L.E.D. fixtures to save energy and maintenance costs.		D	\$10K



Figure 1



Figure 2



Figure 3



Figure 4

Facility ID:309 – Hugenot Cottage (HU)

Item No.	Description	Figure	Condition Category	Probable Cost
HU1	All exterior doors from building should have tested, working egress lighting.		A	\$2K
HU2	The fire alarm system in general needs to be tested every 6 months.		A	\$1K
HU3	All open junction boxes in building need to have a cover plates.		A	\$1K
HU4	Emergency egress inside building is required.		A	\$2K
HU5	Exterior disconnect switches are rusted and should be replaced with new exterior rated disconnect switches.	1	B	\$3K
HU6	Lighting could be changed from fluorescent fixtures to L.E.D. fixtures to save energy and maintenance costs.		D	\$10K



Figure 1

Facility ID:227 – McCormick Cottage (MK)

Item No.	Description	Figure	Condition Category	Probable Cost
MK1	All exterior doors from building should have tested, working egress lighting.		A	\$2K
MK2	The fire alarm system in general needs to be tested every 6 months.		A	\$1K
MK3	All open junction boxes in building need to have a cover plates.		A	\$1K
MK4	Emergency egress inside building is required.		A	\$2K
MK5	Exterior disconnect switches are rusted and should be replaced with new exterior rated disconnect switches.		B	\$3K
MK6	Lighting could be changed from fluorescent fixtures to L.E.D. fixtures to save energy and maintenance costs.		D	\$10K

*See photos for Huguenot Cottage for similar items.

Facility ID:323 – Charleston Cottage (CH)

Item No.	Description	Figure	Condition Category	Probable Cost
CH1	All exterior doors from building should have tested, working egress lighting.		A	\$2K
CH2	The fire alarm system in general needs to be tested every 6 months.		A	\$1K
CH3	Several fire alarm pull stations are mounted above ADA standards.	1	A	\$1K
CH4	The exit signs are not fully lit and bulbs should be replaced or fixtures should be replaced.		A	\$2K
CH5	All open junction boxes in building need to have a cover plates.		A	\$1K
CH6	Emergency egress inside building is required.		A	\$2K
CH7	In general all receptacles above counters with sinks and in restrooms should be working gfi type receptacles wired correctly.	2	A	\$2K
CH8	All broken receptacles and cover plates should be replaced with new devices/cover plates.	3	B	\$1K
CH9	Exterior disconnect switches are rusted and should be replaced with new exterior rated disconnect switches.	4	B	\$3K
CH10	Several lighting fixtures are in need of repair or bulb replacement.		C	\$2K
CH11	Lighting could be changed from fluorescent fixtures to L.E.D. fixtures to save energy and maintenance costs.		D	\$10K



Figure 1



Figure 2



Figure 3



Figure 4

Facility ID:319 – Hessie Morrah Cottage (HM)

Item No.	Description	Figure	Condition Category	Probable Cost
HM1	All exterior doors from building should have tested, working egress lighting.		A	\$2K
HM2	The fire alarm system in general needs to be tested every 6 months.		A	\$1K
HM3	Several fire alarm pull stations are mounted above ADA standards.	1	A	\$1K
HM4	The exit signs are not fully lit and bulbs should be replaced or fixtures should be replaced.	2	A	\$2K
HM5	All open junction boxes in building need to have a cover plates.		A	\$1K
HM6	Emergency egress inside building is required.		A	\$2K
HM7	In general all receptacles above counters with sinks and in restrooms should be working gfi type receptacles wired correctly.	3		\$2K
HM8	All broken receptacles and cover plates should be replaced with new devices/cover plates.	4	B	\$1K
HM9	Several lighting fixtures are in need of repair or bulb replacement.	5	C	\$2K
HM10	Lighting could be changed from fluorescent fixtures to L.E.D. fixtures to save energy and maintenance costs.		D	\$10K

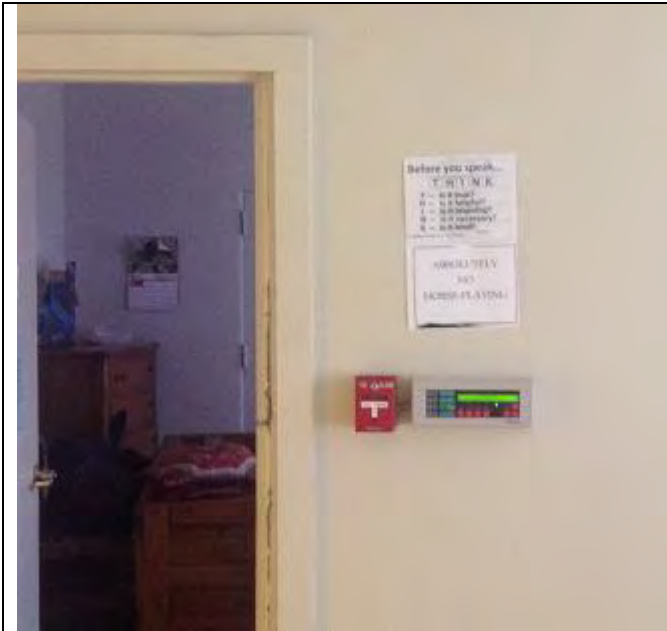


Figure 1



Figure 2



Figure 3



Figure 4



Figure 5



Mechanical Assessment

Swygert & Associates, Ltd.

Administration Building • School • Cafeteria • Family Center • Barn • Infirmary • Chapel

General Comments

The existing mechanical systems (HVAC, plumbing, and fire sprinkler) were examined as they are visible in and around the buildings on May 20, 2015. This report includes a description of the existing systems with some general observations as well as comments on the future usage of the buildings. All recommendations shall be based on the following codes and standards:

2012 International Building Code • 2012 International Mechanical Code • 2012 International Plumbing Code • NFPA 13 – Installation of Sprinkler Systems • ANSI-A117.1-2009, Accessible and Usable Buildings and Facilities • Americans with Disabilities Act (ADA)

The buildings included in this report include:

- Administration Building
- School Building
- Cafeteria
- Family Center
- Barn
- Infirmary
- Chapel

Administration Building



ADMIN 1



ADMIN 2



ADMIN 3

Existing Mechanical Systems / Observations

The existing HVAC systems in this facility primarily consists of through the wall heat pump units that serve the offices, conference rooms, etc. and larger packaged units that serve larger spaces such as the auditorium. Overall, the HVAC systems are in very poor condition. The plumbing systems are floor mounted flush valve water closets, vitreous china wall hung lavatories, wall hung electric water coolers, and other miscellaneous plumbing fixtures. In general, the plumbing systems appear to operational and in decent working order. The fire sprinkler system is one of only three on campus. The system is very old and is served from the water tower on campus. The maintenance staff expressed concerns over the water pressure throughout the system and indicated that they had been notified by the sprinkler "inspector" that the water pressure was low for the fire sprinkler systems.

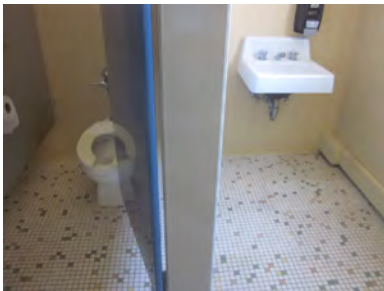
Mechanical Deficiencies / Issues

The existing through the wall heat pumps and packaged heat pumps are well beyond their anticipated life expectancy and some instances have been removed entirely (ADMIN 1) leaving the building open to the outside elements. Other installations of this HVAC equipment are in various states of improper installation (ADMIN 2) which is some instances may be due in some part to moisture that is apparent in the walls. The packaged equipment is very old (ADMIN 3) and likely does not have proper outside air requirements being delivered to a fully occupied space per current code and ASHRAE standards. On the other end of the building exterior flexible ductwork was utilized to provide air into the building (ADMIN 4). Maintenance personnel also identified the electric heaters in the stairwells and entrance areas as not working.

Administration Building (cont.)



ADMIN 4



ADMIN 5



ADMIN 6



ADMIN 7



ADMIN 8

While the plumbing system is generally in proper working order, the age of the fixtures, valves, faucets, etc. likely would suggest that these items are not meeting current EPACT (Energy Policy Act) standards. Furthermore, the installation of the current fixtures certainly does not meet the current American's with Disabilities Act (ADA) and ANSI A117 requirements (ADMIN 5, ADMIN 6). Some items that appear to not be acceptable included an accessible stall, proper height fixtures, clearances beneath fixtures for wheelchair access, and insulation kits on exposed piping beneath the lavatories. According to maintenance personnel, the waste piping was converted to PVC many years ago, but the supply piping is galvanized piping which has begun to corrode and limits some of the valves as non-functional.

The fire sprinkler system is extremely old and is likely in poor condition due to the age of the system. As indicated earlier, maintenance personnel expressed concerns over the water levels in the existing water tank (ADMIN 7) and the resulting low pressure readings that were noted around campus. The system is certainly not braced per current NFPA 13 requirements for seismic bracing, and while the piping in the attic is insulated (ADMIN 8), it should be noted that insulation will only slow the freezing process, not prevent it. Also, this insulation is not complete and is not sealed. The system in the attic should either be heat traced and insulated to prevent freezing or converted to a dry system.

Conclusions and Recommendations

The HVAC systems should be replaced in their entirety. New systems would also yield better efficiency which would result in energy savings throughout the life span of the systems. While the plumbing systems are working properly, consideration should be given to replacement fixtures so that the facilities are compliant with accessibility standards. If fixtures are replaced to meet those requirements, we would also recommend the utilization of water efficient fixtures for maximum water savings. The galvanized supply piping will continue to be an issue until it is replaced. Finally, the fire sprinkler system needs to be completely checked by an authorized fire sprinkler contractor. This evaluation may also involve a full evaluation of the distribution system that is below grade. Specific to this building, the general condition of the building sprinkler system should be carefully reviewed to assure that the sprinkler heads are in working condition and correct potential freezing issues in the uninsulated attic.

Order of Magnitude Budget – HVAC - \$200,000.00 + 3% per year in anticipated escalation costs. (This does not include any required electrical or architectural modifications such as ceiling removal and replacement.)

Order of Magnitude Budget – Fire Sprinkler - \$55,000.00 + 3% per year in anticipated escalation costs. (This would be to replace the existing attic system with a dry system. No electrical included. Does not include any required repairs to the underground system.)

Order of Magnitude Budget – Plumbing - \$0.00 (Does not include any required bathroom renovations.)

Note: All budget numbers do not include A&E fees, testing, or other soft costs associated with construction

School



SCHOOL 1



SCHOOL 2



SCHOOL 3

Existing Mechanical System / Observations

The existing HVAC systems for this facility consists of rooftop heat pumps (SCHOOL 1) with ducted supply and returns. The plumbing systems are floor mounted flush valve water closets, wall hung urinals, and wall hung lavatories. Water heating is done by a small electric water heater located in the mechanical room (SCHOOL 2). There is no fire sprinkler system installed in this building.

Mechanical Deficiencies / Issues

The existing HVAC systems appear to be adequate at this time. Per the name plate data, the units were manufactured/installed around the year 2000 and they may be approaching the end of their lifespan. There are minor issues with some units such as broken condensate lines on the roof and inadequate bracing of the condensate lines (SCHOOL 3) and the thermostat heights exceed the 4'-0" maximum allowed by ADA, but generally the HVAC system is in acceptable condition. The plumbing system also appears to be in acceptable working condition and should be satisfactory for many years to come with regular routine maintenance. While the plumbing system is generally in proper working order, the installation of the current fixtures certainly does not meet the current American's with Disabilities Act (ADA) and ANSI A117 requirements. Some items that appear to not be acceptable included an accessible stall, proper height fixtures, clearances beneath fixtures for wheelchair access, and insulation kits on exposed piping beneath the lavatories.

Conclusions and Recommendations

At this time, we believe that the HVAC and plumbing systems are acceptable as they are currently functioning with minor exceptions. While the plumbing systems are working properly, consideration should be given to replacement fixtures so that the facilities are compliant with accessibility standards.

Order of Magnitude Budget – \$0.00 (Does not include any required bathroom renovations for ADA purposes.)

Cafeteria



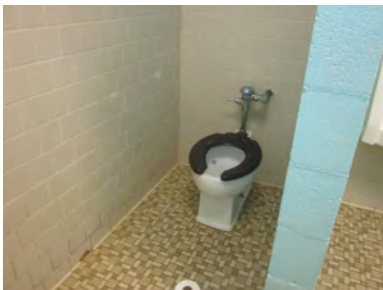
CAFETERIA 1



CAFETERIA 2



CAFETERIA 3



CAFETERIA 4



CAFETERIA 5

Existing Mechanical Systems / Observations

The existing HVAC system in this facility primarily consists of packaged heat pumps that have four units located on the roof (CAFETERIA 1). According to maintenance personnel, the total tonnage for this facility is twenty tons. In addition to the primary heating and cooling system, the building also has a large kitchen exhaust hood (CAFETERIA 2) with a fire suppression system (CAFETERIA 3). Overall, the HVAC system is in decent working condition. The plumbing systems are floor-mounted flush valve water closets, vitreous china wall-hung lavatories, as well as the kitchen fixtures (CAFETERIA 4). The kitchen is served by a large 250-gallon electric water heater. In general, while the supply piping system appears to be acceptable, there are numerous issues with the sanitary sewer system. There is a grease trap of unknown size that serves the kitchen, located out near the loading dock. There is no fire sprinkler system in this building.

Mechanical Deficiencies / Issues

The existing HVAC systems appear to be adequate at this time. The exhaust fan system does not appear to meet the requirements for service by the current codes (CAFETERIA 5). This would require access to this fan that does not require crawling up the sloped roof along with 36" of platform around the fan on all sides for maintenance. Depending on other conditions, this may also require railing. Obviously, these changes impact the architectural requirements more than the HVAC requirements. Other minor issues that need to be corrected include things such as broken condensate traps.

The plumbing system must be looked at as different systems. The supply piping is generally in good condition, but the sanitary sewer system is in very poor condition. According to maintenance staff, the waste piping has "collapsed" under the building. This has in turn resulted in the staff having to limit the usage of the restroom fixtures. They have rerouted the waste lines from the kitchen sinks (CAFETERIA 6, CAFETERIA 7) and have a large open hole in the loading dock area where the discharge has been reconnected. Current SC DHEC requirements for food service facilities should be carefully evaluated. This would include the use of indirect drain connections, the use of backflow preventers on certain kitchen devices, and other DHEC requirements. Many of these items did not appear to be present. The installation of the current fixtures certainly does not meet the current American's with Disabilities Act (ADA) and ANSI A117 requirements. Some items that appear to not be acceptable included an accessible stall, proper height fixtures, clearances beneath fixtures for wheelchair access, and insulation kits on exposed piping beneath the lavatories.

Conclusions and Recommendations

The HVAC system appears to be acceptable at this time. However, the units are certainly coming to the end of their expected lifetime, and replacement will need to be considered in the near future. While

Cafeteria (cont.)



CAFETERIA 6



CAFETERIA 7

maintenance provisions for the exhaust hood fans needs to be made, this would require substantial architectural roofing work. In the meantime, we would suggest additional securing (safety harnesses) of any personnel that is working on that equipment. The plumbing sanitary sewer system is of the utmost importance to correct in this facility. This building is used on a daily basis and proper sanitation of utensils, equipment, etc. is imperative. Currently the provisions that have been made were essential in the ongoing use of this building, but these corrections cannot be the permanent solution as health and hygiene issues must be corrected. While not as important as the sanitary sewer system, when modifications are made, it might be a good time to make the restroom facilities fully accessible per the requirements of the American's with Disabilities Act (ADA).

Order of Magnitude Budget – HVAC - \$0.00 (Any required modifications for access to the kitchen exhaust fan would have to be made to the roof structure.)

Order of Magnitude Budget – Plumbing - \$45,000.00 + 3% per year in anticipated escalation costs (This does not include the floor patching and repair that would be needed in order to replace the piping. Does not include any required bathroom renovations for ADA purposes.)

Family Center



FAMILY 1



FAMILY 2



FAMILY 3



FAMILY 4



FAMILY 5

Existing Mechanical Systems / Observations

The existing HVAC systems for this facility consists of split system heat pumps of two types. The first floor and basement is served by ducted air handling units served by exterior condensing units around the building (FAMILY 1, FAMILY 2). The second floor family lodging spaces (similar to hotel rooms) are served by ductless split systems (FAMILY 3). The plumbing systems are floor mounted flush valve water closets, wall hung urinals, and countertop drop in type fixtures (FAMILY 4). There is a fire sprinkler system installed in the majority of this building.

Mechanical Deficiencies / Issues

The existing HVAC systems appear to be adequate at this time. Units that were installed in the mid 1990's may be approaching the end of their lifespan, but it does appear at this time that these units have been well maintained and should last for more years. The plumbing system also appears to be in acceptable working condition and should be satisfactory for many years to come with regular routine maintenance. While the majority of the building is sprinklered, the new addition on the rear of the building for storage is not protected (FAMILY 5). This area does not have heating and cooling installed, so any new sprinkler system in this area would need to either be a dry system or a wet system that is heat traced and insulated. It should be noted that this building is served off of the same water tower system as mentioned previously for the Administration Building, so any concerns there are also applicable to this system.

Conclusions and Recommendations

At this time, we believe that the HVAC and plumbing systems are acceptable as they are currently functioning. We would recommend that the existing sprinkler system be extended into the storage area as a dry sprinkler system. Also, the complete evaluation of the underground systems serving this sprinkler system should be evaluated in light of the comments and concerns expressed by the maintenance personnel as address in the Administration Building.

Order of Magnitude Budget – Fire Sprinkler - \$25,000.00 + 3% per year in anticipated escalation costs (This would be to add a dry system to the addition. No electrical included. Does not include any required repairs to the underground system.)

The Barn



BARN 1



BARN 2



BARN 3



BARN 4



BARN 5

Existing Mechanical Systems / Observations

The existing HVAC systems for this facility consists of split system heat pumps. The main "Barn" and the side building are both served by ducted air handling units served with exterior condensing units around the building (BARN 1) with the air handlers located in the attic (BARN 2) and a small closet respectively (BARN 3). The plumbing systems are floor mounted flush tank type water closets, wall hung urinals, and wall hung lavatories (BARN 4, BARN 5). There is no fire sprinkler system installed in this building.

Mechanical Deficiencies / Issues

The existing HVAC systems appear to be adequate at this time. However, it is evident that the units may be approaching the end of their lifespan. Also, it did not appear that there was any outside air being supplied to the units to meet code requirements. Finally, there are obvious issues with humidity in the small building to the side of the barn as mold appears to be evident (BARN 6). A full study would need to be completed to see how moisture is getting into this space. The air conditioning system should be on a program to run periodically rather than completely turned off. The plumbing system also appears to be in acceptable working condition and should be satisfactory for many years to come with regular routine maintenance. There were a couple of minor code violations noted at the water heater where the relief valve was not properly terminated and the drain pan extends to inside the hub drain (BARN 7). Also, the bathrooms were not fully ADA accessible as there was no "wide" stall, both urinals are at a higher elevation, and the piping beneath the lavatories was not completely protected.

Conclusions and Recommendations

At this time, we believe that the HVAC and plumbing systems are acceptable as they are currently functioning with minor exceptions. We believe that a study of the side building should be conducted to see why there appears to be mold growth inside the building. Until this is corrected, this building should not be used. We would also recommend proper outside air to the units serving the Barn and the meeting spaces associated with it. While the plumbing systems are working properly, consideration should be given to replacement fixtures so that the facilities are compliant with accessibility standards.

Order of Magnitude Budget – HVAC - \$30,000.00 + 3% per year in anticipated escalation costs (This is for outside air to the existing units. No recommendations on the side building until the full study is complete.)

Order of Magnitude Budget – Plumbing - \$5000.00 + 3% per year in anticipated escalation costs (Does not include any required bathroom renovations for ADA purposes.)

Barn (cont.)



BARN 6



BARN 7

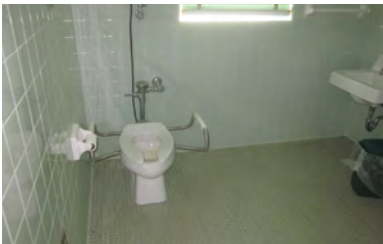
Infirmary



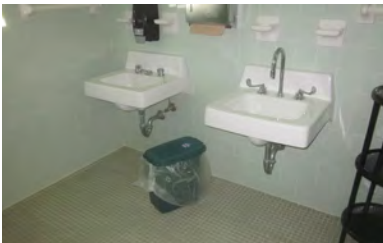
INFIRMARY 1



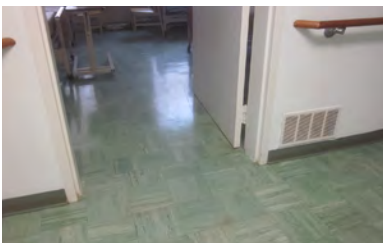
INFIRMARY 2



INFIRMARY 3



INFIRMARY 4



INFIRMARY 5



INFIRMARY 6

Existing Mechanical Systems / Observations

The existing HVAC systems for this facility consists of split system heat pumps with outdoor condensing units (INFIRMARY 1) with air handlers presumably in the attic, and through the wall heat pumps for some of the patient rooms (INFIRMARY 2). The plumbing systems are floor mounted flush valve water closets, wall hung lavatories (INFIRMARY 3, INFIRMARY 4) and other miscellaneous plumbing fixtures. There is no fire sprinkler system installed in this building.

Mechanical Deficiencies / Issues

The existing HVAC systems appear to be adequate at this time. However, it is evident that the units may be approaching the end of their lifespan due to age. Also, as we did not get into the attic (and did not see any other location where the air handlers would be located) to see if the units have fresh air installed on them. There did appear to be return grilles located in the corridor (INFIRMARY 5) which would be a code violation. If this corridor is to be used for evacuation purposes in the case of a fire, the presence of smoke being returned through this exit corridor would be a violation of current code. Finally, there appears to be a working stove in the break room that contains a residential hood. In commercial facilities, a residential hood would not be allowed (INFIRMARY 6). The plumbing system also appears to be in acceptable working condition and should be satisfactory for many years to come with regular routine maintenance. Finally, the bathrooms contained many ADA requirement for bathroom facilities, but don't appear to be completely accessible. The water heater location could not be determined.

Conclusions and Recommendations

At this time, we believe that the HVAC and plumbing systems are acceptable as they are currently functioning. We do think that a full life safety study of this building would likely require a ducted return system without the use of the existing corridor being used for this purpose. Fire dampers and fire rated walls may also be required if not currently installed. The existing kitchen hood should be replaced to a commercial type hood. Plumbing modifications to assist in meeting ADA requirements would be minimal such as insulating the piping beneath the lavatories. A full review of the building fixtures including mounting height, clearances, etc. should be conducted.

Order of Magnitude Budget – HVAC - \$65,000.00 + 3% per year in anticipated escalation costs (This does not include any required electrical or architectural modifications such as ceiling removal and replacement or wall patching. This does include replacing the kitchen hood but not include any possible required electrical modifications for a commercial hood. This also assumes that the existing through the wall units are properly functioning.)

Order of Magnitude Budget – Plumbing - \$5000.00 + 3% per year in anticipated escalation costs (Does not include any required bathroom renovations for ADA purposes.)

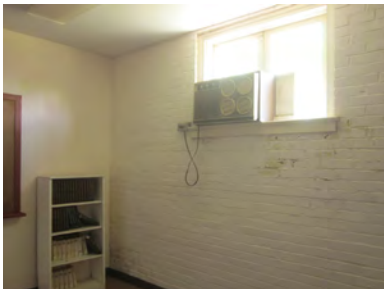
Chapel



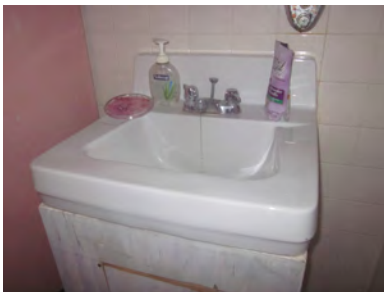
CHAPEL 1



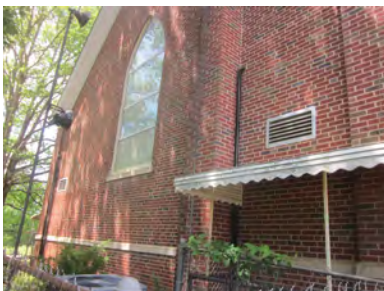
CHAPEL 2



CHAPEL 3



CHAPEL 4



CHAPEL 5

Existing Mechanical Systems / Observations

The existing HVAC systems for this facility consists of split system heat pumps with four outdoor condensing units (CHAPEL 1) with air handlers located adjacent to either side of the altar area (CHAPEL 2). The downstairs rooms are heated and cooled through the use of window units (CHAPEL 3). The plumbing systems are pretty minimal in this building with floor mounted tank type water closet and wall hung lavatories with integral base cabinet (CHAPEL 4) in the basement. There are no plumbing fixtures on the main level. There is no fire sprinkler system installed in this building.

Mechanical Deficiencies / Issues

The existing HVAC systems appear to be adequate at this time but do appear to be very old. The installation of the air handlers is a bit awkward and we would imagine that they are a bit noisy if operating during occupied times. Outside air is provided through exterior louvers directly into the return system (CHAPEL 5). We were unable to verify the presence of duct detectors in the system. The use of the window air conditioning units is likely undersized and it was noted that the units did not appear to be in very good shape. In fact, one was tagged as "Danger" and that it shouldn't be used. The plumbing systems do not appear to be in very good condition and certainly do not meet ADA requirements, however, there is no way for a person confined to a wheelchair to get down to the basement level.

Conclusions and Recommendations

At this time, we believe that the HVAC system for the main chapel is acceptable as it is currently installed if duct detectors are present. The basement area did not appear to be frequently used. Should more usage of these spaces be needed, we believe that better HVAC systems should be installed. In regards to the plumbing, we believe that a full building use analysis would likely result in inadequate quantities of plumbing fixtures and additional plumbing fixtures should likely be added primarily to the main floor.

Order of Magnitude Budget – HVAC - \$10,000.00 + 3% per year in anticipated escalation costs (This adds duct detectors to both chapel units.)

Order of Magnitude Budget – Plumbing - \$0.00 (Does not include any required bathroom renovations for ADA purposes or due to a lack of quantity of fixtures.)



Cost Assessment

All "B1" Buildings

John de la Howe Cost Estimate Summary

1. Administration building	\$1,767,415.91
2. Barn	\$161,691.04
3. Cafeteria	\$196,028.21
4. Chapel	\$185,632.28
5. Cottages	\$821,533.78
6. Family Center	\$454,137.94
7. Infirmary	\$251,765.48
8. School	\$185,317.63
9. Superintendent's House	\$26,708.14
10. Wilderness Camp Dining & Administration Facility	\$47,473.79

TOTAL \$4,097,704.20*

*Please refer to the following pages for additional breakdown per building. *These estimates are based on 2015 costs. Please assume 3% to 5% escalation annually for future costs.*



1. Administration Building

Exterior

Clay Tile Roof Replacement **\$218,355.00**
100% replacement for existing clay tile roof. See breakdown of individual components in the roof assessment chapter authored by Shepard & Associates.

Masonry Brick Veneer **\$4,410.00***
*Clean/ repoint/ repair existing masonry. Assumes 500 sf (at \$4.90 sf) for base building conditions. Includes additional 160 sf for masonry brick veneer toothed in to existing coursing at proposed chimney demolition. *It should be determined if the existing through wall mechanical units will be used in future, if not allow for 6 sf of infill toothed-in per each opening. Approximately 40 (240sf) in total.*

Interior

Finishes

- | | | |
|--|------------|-------------|
| 1. Repair plaster | \$7.25 sf | \$11,890.00 |
| • Plaster repair at auditorium(440 sf) & remainder of building (1200 sf) | | |
| 2. Repaint interior walls | \$0.25 sf | \$410.00 |
| • Assumes minimum 1640 sf (including repaired plaster area) | | |
| 3. Repair damaged wall base | \$2.25 lf | \$1687.50 |
| • Assumes minimum 750 lf replacement | | |
| 4. Replacement of carpet | \$20.00 sy | \$13,424.45 |
| • Assumes 100% replacement in all non-auditorium spaces(18,123 sf) | | |
| 5. Replacement of vinyl flooring | \$2.25 sf | \$6,750.00 |
| • Assumes 100% replacement auditorium (3,000 sf) | | |
| 6. Added cost to remove and reinstall existing seating | | \$1,500.00 |
| • Assumes four person team over one week | | |
| 7. Replacement of wood sub-floor | \$2.00 sf | \$1,200.00 |
| • Assumes 20% replacement of existing sub-floor (600 sf). | | |
| 8. Replace damaged ceiling tiles | \$2.00 sf | \$15,978.40 |
| • Assumes 30% replacement at first floor (3858.45 sf) and 50% at second floor (4130.75 sf) | | |
| 9. Replace damaged wood treads | \$50 each | \$100.00 |

Vertical Transportation **\$107,500.00***

*Hydraulic Elevator, Two (2) stop, 3500 lb car @125 fpm (\$80,000.00 per unit). * Includes an additional \$20K for excavation of pit and select demolition in the existing building along with construction of the hoistway as well as an additional \$7.5K for Mechanical and electrical requirements.*

Electrical and Mechanical Systems

Repair electrical items outlined in electrical chapter	\$151,000.00
Repair HVAC items outlined in mechanical chapter	\$200,000.00
Replace Fire Sprinkler at attic outlined in mechanical chapter	\$55,000.00



1. Administration Building cont'd

Code Compliance	\$157,841.07
<i>To address miscellaneous items not specifically identified (assumes 20%)</i>	
General Contractor	
<i>General Contractor General Conditions (20%)</i>	\$189,409.28
<i>General Contractor Service Fee (8%)</i>	\$90,916.46
<u>Sub Total Construction Cost</u>	<u>\$1,227,372.16</u>
Design Contingency (20%)	\$245,474.43
<u>Total Construction Cost</u>	<u>\$1,472,846.59</u>
Soft Costs	\$294,569.32
<i>Includes design fees, third party testing and miscellaneous owner expenses (assumes 20%).</i>	
<u>Total Project Cost (inclusive of soft costs)</u>	<u>\$1,767,415.91</u>

2. Barn***Exterior***

Wood Cornice/ Soffit	\$1,200.00
<i>Repair finish wood soffit at gable ends total of (120 sf at 10 sf)</i>	
Electrical and Mechanical Systems	
Repair electrical items outlined in electrical chapter	\$36,000.00
Repair HVAC items outlined in mechanical chapter	\$30,000.00
Repair plumbing items outlined in mechanical chapter	\$5,000.00
Code Compliance	\$14,440.00
<i>To address miscellaneous items not specifically identified (assumes 20%)</i>	
General Contractor	
<i>General Contractor General Conditions (20%)</i>	\$17,328.00
<i>General Contractor Service Fee (8%)</i>	\$8,317.44
<u>Sub Total Construction Cost</u>	<u>\$112,285.44</u>
Design Contingency (20%)	\$22,457.09
<u>Total Construction Cost</u>	<u>\$134,742.53</u>



2. Barn cont'd

Soft Costs \$26,948.51
Includes design fees, third party testing and miscellaneous owner expenses (assumes 20%).

Total Project Cost (inclusive of soft costs) \$161,691.04

3. Cafeteria***Exterior*****Roof**

A separate project is underway to address the issues with the roof level where the mechanical equipment currently resides. The items listed below are not currently in the scope of work for the other study and should be considered.

Standing Seam Metal Cornice/ Soffit \$873.00
Provide continuous metal drip at soffit. Intent is to protect existing roof substrate of Overlay Strand Board (OSB). Currently this material is exposed at its most vulnerable condition. Total represents full building perimeter (388 lf at \$2.25 lf). Existing shingles will need to be lifted to allow drip to be installed underneath.

Masonry Brick Veneer Repair

- | | | | |
|----|---|-----------|----------|
| 1. | Saw cut construction joint | \$1.25 lf | \$50.00 |
| | • Provide four (4) joints total, each measuring 10'-0" high | | |
| 2. | Provide exterior sealant at joints | \$2.00 lf | \$80.00 |
| 3. | Repaint/ repair exist masonry | \$4.90 sf | \$509.60 |
| | • Assumes 104 total sf to repair cracked masonry at the four corners of the building. | | |

Egress Repair

- | | | | |
|----|--|----------------|-----------|
| 1. | Install new front stair | \$1500 per run | \$1000.00 |
| | • Assumes cost for demo of existing treads, install of precast treads and risers, repair and repaint existing metal stringers. | | |
| 2. | Kitchen egress repair | | |
| | • Assumes 40 sf of concrete infill | \$15.00 sf | \$600.00 |
| | • Select backfill (4 cy) | \$30 cy | \$120.00 |
| | • One (1) new hollow metal door | \$300 each | \$300.00 |

Electrical and Mechanical Systems

- | | | |
|----|--|-------------|
| 1. | Repair electrical items outlined in electrical chapter | \$39,000.00 |
| 2. | Repair plumbing items outlined in mechanical chapter | \$45,000.00 |



3. Cafeteria cont'd

Code Compliance **\$17,506.52**
To address miscellaneous items not specifically identified (assumes 20%)

General Contractor
General Contractor General Conditions (20%) **\$21,007.82**
General Contractor Service Fee (8%) **\$10,083.76**

Sub Total Construction Cost **\$136,130.70**

Design Contingency (20%) **\$27,226.14**

Total Construction Cost **\$163,356.84**

Soft Costs **\$32,671.37**
Includes design fees, third party testing and miscellaneous owner expenses (assumes 20%).

Total Project Cost (inclusive of soft costs) **\$196,028.21**

4. Chapel**Exterior****Roof Drainage System**

- | | | |
|---|---------|------------|
| 1. Install gutter | \$14 lf | \$2,240.00 |
| • Gutters installed at lower eave conditions only, total of 160 lf. | | |
| 2. Install downspouts | \$12 lf | \$1,920.00 |
| • Assumes four (4) downspouts per side at 20'-0" each | | |

Foundation Repair

- | | | |
|---|------------------|-------------|
| 1. Back hoe rental | \$1950 per month | \$1950.00 |
| • Assumes minimum one month rental period | | |
| 2. Excavation at building perimeter | \$25/ cy | \$10,370.00 |
| • Excavation (40'-0" x 70'-0" x 4'-0")/ 27ft ³ = 414 cubic yards | | |
| 3. Clean/ repoint/ repair exist masonry | \$4.90 sf | \$1,724.00 |
| • Assumes 40% repointing | | |
| 4. Positive side water proofing | \$7.00 sf | \$6,160.00 |
| 5. Backfill | \$7.00 cy | \$2,898.00 |
| 6. Fine grade site | \$1.50 sy | \$73.00 |
| 7. Hydroseed | \$0.75 sy | \$37.00 |



4. Chapel cont'd*Interior***Finishes**

- | | | |
|--|-----------|------------|
| 1. Repair plaster | \$7.25 sf | \$3,590.00 |
| • Plaster repair at underside of steeple (480 sf) & stair well (15 sf) | | |
| 2. Repaint interior walls | \$0.25 sf | \$250.00 |
| • Assumes minimum 1000 sf (including repaired plaster area) | | |
| 3. Repair damaged wall base | \$1.00 lf | \$162.50 |
| • Assumes 25% replacement at basement level only | | |
| 4. Replace damaged ceiling tiles | \$2.00 sf | \$516.00 |
| • Assumes 40% replacement at sanctuary and 100% at basement restrooms | | |

Electrical and Mechanical Systems

- | | |
|--|-------------|
| Repair electrical items outlined in electrical chapter | \$41,000.00 |
| Repair HVAC items outlined in mechanical chapter | \$10,000.00 |

Code Compliance \$16,578.10*To address miscellaneous items not specifically identified (assumes 20%)***General Contractor**

- | | |
|---|-------------|
| General Contractor General Conditions (20%) | \$19,893.72 |
| General Contractor Service Fee (8%) | \$9,548.99 |

Sub Total Construction Cost **\$128,911.31****Design Contingency (20%)** **\$25,782.26****Total Construction Cost** **\$154,693.57****Soft Costs** **\$30,938.71***Includes design fees, third party testing and miscellaneous owner expenses (assumes 20%).***Total Project Cost (inclusive of soft costs)** **\$185,632.28****5. Cottages***Exterior***Roof Drainage System**

- | | | |
|---|---------|-------------|
| 1. Install gutter | \$14 lf | \$27,216.00 |
| • Gutters installed at roof perimeter, total of 324 lf per cottage for six (6) cottages (Abbeville, Carolina, Hessie Morrah, Hester, Palmetto and Savannah) | | |



5. Cottages cont'd

- | | | | |
|----|---|---------|------------|
| 2. | Install downspouts | \$12 lf | \$8,832.00 |
| | <ul style="list-style-type: none"> • Assumes eight (8) downspouts per building at 12'-0" each • Savannah Cottage downspouts will be at 20'-0" each • Nickles Cottage needs downspouts only | | |

Masonry Brick Veneer Repair	\$1,764.00
<i>Repoint/ repair exist masonry. Assumes avg of 30 sf at \$4.90 sf per cottage for all twelve (12).</i>	

New Shingle Roof	\$28,728.00
<i>Install new Shingle roof. Assumes new substrate and architectural shingle at Hessie Morrah at \$5.25 sf.</i>	

Interior**Finishes**

- | | | | |
|----|---|-----------|-------------|
| 1. | Repair plaster | \$7.25 sf | \$26,100.00 |
| | <ul style="list-style-type: none"> • Plaster repair an average of 300 sf per building for all twelve (12). | | |
| 2. | Repaint interior walls | \$0.25 sf | \$1,500.00 |
| | <ul style="list-style-type: none"> • Assumes painting average of 500 sf per building for all twelve (12). | | |

Electrical and Mechanical Systems	\$274,200.00
<i>Repair electrical items outlined in electrical chapter. Average of \$22,850.00 per cottage for all twelve cottages with Hester Cottage requiring the most at \$35,500.00.</i>	

Code Compliance	\$73,368.00
<i>To address miscellaneous items not specifically identified (assumes 20%)</i>	

General Contractor	
<i>General Contractor General Conditions (20%)</i>	\$88,041.60
<i>General Contractor Service Fee (8%)</i>	\$42,259.97

Sub Total Construction Cost	\$570,509.57
------------------------------------	---------------------

Design Contingency (20%)	\$114,101.91
--------------------------	--------------

Total Construction Cost	\$684,611.48
--------------------------------	---------------------

Soft Costs	\$136,922.30
<i>Includes design fees, third party testing and miscellaneous owner expenses (assumes 20%).</i>	

Total Project Cost (inclusive of soft costs)	\$821,533.78
---	---------------------



6. Family Center

Exterior

New Built-Up Roof

- | | | |
|--|------------|-------------|
| 1. New BUR | \$11.25 sf | \$71,820.00 |
| <ul style="list-style-type: none"> Assumes temporary removal and storage of existing HVAC condensers on roof and new flashing of all required penetrations. Disconnection and storage of existing equipment assumed to be \$4.00 sf. Existing system of collector boxes and downspouts would be reused. | | |
| 2. Clean and Repair exist cast stone coping | \$5.00 lf | \$1,690.00 |
| 3. Counter flashing at coping and parapet | \$2.25 sf | \$760.50 |
| 4. Membrane roofing (vertical) at parapet | \$5.00 sf | \$6,760.00 |

New Shingle Roof

\$12,000

Install new Shingle roof. Assumes new arch shingles only at Storage Area at \$3.25 sf. Includes new flashing at roof intersection of Family Center

Roof Drainage System

- | | | |
|--|---------|------------|
| 1. Install gutter | \$14 lf | \$1,680.00 |
| <ul style="list-style-type: none"> Gutters installed at eave condition of Storage Area, totaling 120 lf | | |
| 2. Install downspouts | \$12 lf | \$864.00 |
| <ul style="list-style-type: none"> Assumes total of six (6) downspouts at 12'-0" each | | |

Interior

Finishes

- | | | |
|---|-----------|-------------|
| 1. New GWB at walls | \$4.75 sf | \$9,234.00 |
| <ul style="list-style-type: none"> Replace a total amount of 1944 sf at floor directly below roof. | | |
| 2. Repair plaster walls in northeast stair well | \$7.25 sf | \$10,440.00 |
| <ul style="list-style-type: none"> Repair 1440 sf of wall in three story stair well | | |
| 3. Repaint interior walls | \$0.25 sf | \$846.00 |
| <ul style="list-style-type: none"> Assumes painting of 1944 sf. Of new gwb and 1440 of plaster. | | |
| 4. Replace damaged ceiling tiles | \$2.00 sf | \$3,192.00 |
| <ul style="list-style-type: none"> Assumes 25% replacement third floor (1,596 sf). | | |

Electrical and Mechanical Systems

- | | |
|--|-------------|
| 1. Repair electrical items outlined in electrical chapter | \$58,500.00 |
| 2. Repair HVAC items outlined in mechanical chapter | \$25,000.00 |
| <ul style="list-style-type: none"> Added fire protection coverage | |

Code Compliance

\$40,557.30

To address miscellaneous items not specifically identified (assumes 20%)

General Contractor

General Contractor General Conditions (20%)	\$48,668.76
General Contractor Service Fee (8%)	\$23,361.00



6. Family Center cont'd

Sub Total Construction Cost	\$315,373.57
Design Contingency (20%)	\$63,074.71
Total Construction Cost	\$378,448.28
Soft Costs	\$75,689.66
<i>Includes design fees, third party testing and miscellaneous owner expenses (assumes 20%).</i>	
Total Project Cost (inclusive of soft costs)	\$454,137.94

7. Infirmary***Exterior*****Roof Drainage System**

- | | | |
|--|----------------|------------|
| 1. Install gutter | \$14 lf | \$3,500.00 |
| • Gutters installed at eave condition, total of 250 lf. | | |
| 2. Install downspouts | \$12 lf | \$1,296.00 |
| • Assumes nine (9) downspouts total at 12'-0" each | | |
| 3. Install new front stair | \$1500 per run | \$1,500.00 |
| • Assumes cost for demo of existing, forming cast in place stairs at 4'-0" high, matching tile at stair tread and reinstalling existing hand rail. | | |

Interior**Finishes**

- | | | |
|-------------------------------|-----------|------------|
| 1. Repair plaster walls | \$7.25 sf | \$1,087.50 |
| • Repair 150 sf of wall | | |
| 2. Repaint interior walls | \$0.25 sf | \$37.50 |
| • Assumes painting of 150 sf. | | |

Electrical and Mechanical Systems

- | | |
|--|-------------|
| Repair electrical items outlined in electrical chapter | \$35,000.00 |
| Repair items outlined in mechanical chapter | \$70,000.00 |
| • Includes both HVAC and plumbing | |



7. Infirmery cont'd

Code Compliance **\$22,484.20**
To address miscellaneous items not specifically identified (assumes 20%)

General Contractor
General Contractor General Conditions (20%) **\$26,981.04**
General Contractor Service Fee (8%) **\$12,950.90**

Sub Total Construction Cost **\$174,837.14**

Design Contingency (20%) **\$34,967.43**

Total Construction Cost **\$209,804.57**

Soft Costs **\$41,960.91**
Includes design fees, third party testing and miscellaneous owner expenses (assumes 20%).

Total Project Cost (inclusive of soft costs) **\$251,765.48**

8. School***Exterior***

Finishes **\$750.00**
Repaint concrete exterior walls. Assumes painting of 600 sf at \$1.25 sf above entrances.

Electrical and Mechanical Systems
Repair electrical items outlined in electrical chapter **\$82,000.00**

Code Compliance **\$16,550.00**
To address miscellaneous items not specifically identified (assumes 20%)

General Contractor
General Contractor General Conditions (20%) **\$19,860.00**
General Contractor Service Fee (8%) **\$9,532.80**

Sub Total Construction Cost **\$128,692.80**

Design Contingency (20%) **\$25,738.56**

Total Construction Cost **\$154,431.36**



8. School cont'd

Soft Costs \$30,886.27
Includes design fees, third party testing and miscellaneous owner expenses (assumes 20%).

Total Project Cost (inclusive of soft costs) \$185,317.63

9. Superintendent's House*Exterior***Roof Drainage System**

- | | | |
|---|-----------|------------|
| 1. Install gutter | \$14 lf | \$1,120.00 |
| • Repair damaged portion at rear of house, total of 20 lf. | | |
| • Provide gutter and downspout at lower roofs, total of 60 lf | | |
| 2. Install downspouts | \$12 lf | \$576.00 |
| • Assumes four (4) downspouts total at 12'-0" each | | |
| 3. Repair/ correct roof flashing | \$2.25 lf | \$67.50 |
| • Assumes 30 linear feet at sun room. | | |

*Interior***Finishes**

- | | | |
|---------------------------------|------------|----------|
| 1. Replace exterior glazed door | \$600 each | \$600.00 |
| 2. Repair plaster walls | \$7.25 sf | \$543.75 |
| • Repair 75 sf of wall | | |
| 3. Repaint interior walls | \$0.25 sf | \$18.75 |
| • Assumes painting of 75 sf. | | |

Electrical and Mechanical Systems \$9,000.00

Repair electrical items outlined in electrical chapter

Code Compliance \$2,385.20

To address miscellaneous items not specifically identified (assumes 20%)

General Contractor

<i>General Contractor General Conditions (20%)</i>	\$2,862.24
<i>General Contractor Service Fee (8%)</i>	\$1,373.88

Sub Total Construction Cost \$18,547.32

Design Contingency (20%) \$3,709.46



9. Superintendent's House cont'd

Total Construction Cost	\$22,256.78
--------------------------------	--------------------

Soft Costs	\$4,451.36
-------------------	-------------------

Includes design fees, third party testing and miscellaneous owner expenses (assumes 20%).

Total Project Cost (inclusive of soft costs)	\$26,708.14
---	--------------------

10. Wilderness Camp Dining & Administration Facility**Exterior****New Shingle Roof**

- | | | |
|--------------------------------------|-----------|-------------|
| 1. Install new Shingle roof | \$3.25 sf | \$14,300.00 |
| • Assumes 4400 sf of arch shingle | | |
| 2. Provide 10% substrate replacement | \$1.50 sf | \$660.00 |
| • Allow 440 sf (10%) | | |
| 3. Repair/ correct roof flashing | \$2.25 lf | \$45.00 |
| • Assumes 20 linear feet at chimney. | | |

Roof Drainage System

- | | | |
|--|---------|------------|
| 1. Install gutter | \$14 lf | \$3,080.00 |
| • Provide gutter at eave conditions, total of 220 lf | | |
| 2. Install downspouts | \$12 lf | \$1,296.00 |
| • Assumes nine (9) downspouts total at 12'-0" each | | |

Interior**Finishes**

- | | | |
|--|-----------|-----------|
| 1. Replace ceiling tiles | \$2.25 sf | \$1417.50 |
| • Replace 30% of ceiling tile (630 sf) | | |
| 2. Repaint interior ceiling | \$0.25 sf | \$400.00 |
| • Assumes painting approximately 1600 sf. For dining hall. | | |

Code Compliance	\$4,239.70
------------------------	-------------------

To address miscellaneous items not specifically identified (assumes 20%)

General Contractor

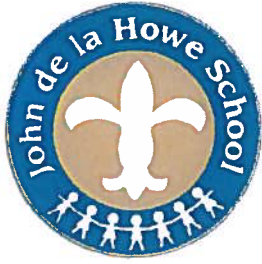
<i>General Contractor General Conditions (20%)</i>	\$5,087.64
<i>General Contractor Service Fee (8%)</i>	\$2,442.07



10. Wilderness Camp Dining & Administration Facility cont'd

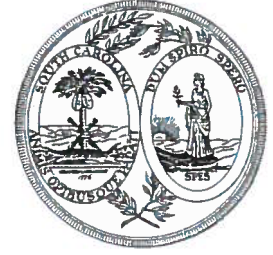
<u>Sub Total Construction Cost</u>	<u>\$32,967.91</u>
Design Contingency (20%)	\$6,593.58
<u>Total Construction Cost</u>	<u>\$39,561.49</u>
Soft Costs	\$7,912.30
<i>Includes design fees, third party testing and miscellaneous owner expenses (assumes 20%).</i>	
<u>Total Project Cost (inclusive of soft costs)</u>	<u>\$47,473.79</u>





John de la Howe School

South Carolina's Home for Children



Dr. Danny R. Webb
Interim President

BOARD OF TRUSTEES

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Aiken, SC

May 15, 2014

Mr. Richard H. Gilbert Jr., CPA
Deputy State Auditor
Office of State Auditor
1401 Main Street, Suite 1200
Columbia, South Carolina 29201

Dear Mr. Gilbert:


We have reviewed the preliminary draft of the report, dated May 7, 2014, resulting from the performance of agreed-upon procedures to the accounting records of John de la Howe School (the School) as conducted by Greene, Finney & Horton, LLP for the fiscal year ended June 30, 2013.

Prior to responding to the specific matters contained in the report, management would like to note that the School continued to experience staff turnover within its Finance Division. Consequently, only one of the current finance staff was employed by the School during the entire fiscal year ended June 30, 2013 — the period for which the agreed-upon procedures engagement was conducted. The current Director of Finance began work on May 7, 2013. In addition to the turnover, the Finance Division had not been adequately staffed. Currently the Finance office is fully staffed. The new staff is taking advantage of training opportunities to ensure that the procedures will meet prevailing laws and regulations.

Management's response to specific matters in the Accountant's Comments is attached for inclusion in the final report. Please accept this letter as authorization to release the report, as amended, to include our enclosed written response.

Sincerely,


Dr. Danny R. Webb
Interim President


Viola Robinson Faust
Director of Finance and Business Operations

John De La Howe School
MANAGEMENT'S RESPONSE

Following are management's responses regarding the Accountant's Comments included in the report resulting from performance of agreed-upon-procedures to the accounting records of the John De La Howe School for the fiscal year ended June 30, 2013.

Payroll Disbursements and Expenditures

The School fully appreciates the importance of the requirement to comply with Section 8-11-194 of the South Carolina Code of Laws. The School notes that the payment not being allocated correctly was due to staff turnover. The School has put procedures in place to ensure that an employee's benefit payments are in alignment with funds used to pay the employee's salary.

Capital Asset Inventory

The School fully appreciates the importance of the requirement that a personal property inventory be conducted on an annual basis. The school is working on a procedure to comply with Section 10-1-140 of the South Carolina Code of Laws.

Reporting Packages – Timely Submissions

The delayed submission of reporting packages to the Office of the Comptroller General was the direct result of the turnover in key staff positions during the reporting period for fiscal year ending June 30, 2013. The School has taken the necessary steps to ensure timely submission of such information in the future.

Journal Entries and Appropriation Transfers

The School has strengthened its internal controls to ensure that journal vouchers and transfers have the proper approval and all proper supporting documentation is maintained to show why the entry was made.

Subsidiary Ledger – Auxiliary Account

The School has strengthened its internal controls to ensure all proper supporting documentation is maintained and included with the disbursement records. The agency has put procedures in place to ensure expenditure transactions are adequately supported and that the procurement of all goods and services is properly documented and in compliance with all laws and regulations.

SOUTH CAROLINA JOHN DE LA HOWE SCHOOL

MCCORMICK, SOUTH CAROLINA

**INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING
AGREED-UPON PROCEDURES**

FOR THE YEAR ENDED JUNE 30, 2013

State of South Carolina



Office of the State Auditor

1401 MAIN STREET, SUITE 1200
COLUMBIA, S.C. 29201

RICHARD H. GILBERT, JR., CPA
DEPUTY STATE AUDITOR

(803) 253-4160
FAX (803) 343-0723

June 4, 2014

The Honorable Nikki R. Haley, Governor
and
Members of the Board of Trustees
John de la Howe School
McCormick, South Carolina

This report resulting from the application of certain agreed-upon procedures to certain internal controls and accounting records of the John de la Howe School for the fiscal year ended June 30, 2013, was issued by Greene, Finney & Horton, LLP, Certified Public Accountants, under contract with the South Carolina Office of the State Auditor.

If you have any questions regarding this report, please let us know.

Respectfully submitted,

A black rectangular box redacting the signature of Richard H. Gilbert, Jr., CPA.

Richard H. Gilbert, Jr., CPA
Deputy State Auditor

RHGjr/cwc

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Greene Finney & Horton

CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS

INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING AGREED-UPON PROCEDURES

Mr. Richard H. Gilbert, Jr., CPA
Deputy State Auditor
State of South Carolina
Columbia, South Carolina

We have performed the procedures described below, which were agreed to by the governing body and management of the South Carolina John De La Howe School (the "School") and by the South Carolina Office of the State Auditor (the "State Auditor"), solely to assist you in evaluating the performance of the School for the fiscal year ended June 30, 2013, in the areas addressed. The School's management is responsible for its financial records, internal controls and compliance with State laws and regulations. This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of the specified parties in this report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The procedures and the associated findings are as follows:

1. **Cash Receipts and Revenues**

- We inspected selected recorded receipts to determine if these receipts were properly described and classified in the accounting records in accordance with the School's policies and procedures and State regulations.
- We inspected selected recorded receipts to determine if these receipts were recorded in the proper fiscal year.
- We made inquiries and performed substantive procedures to determine if revenue collection and retention or remittance were supported by law.
- We compared current year recorded revenues at the subfund and account level from sources other than State General Fund appropriations to those of the prior year. We investigated changes in the general, earmarked, restricted and federal funds to ensure that revenue was classified properly in the School's accounting records. The scope was based on agreed upon materiality levels (\$1 – general fund, \$5,600 – earmarked fund, \$7,500 – restricted fund, and \$1,800 – federal fund) and +/- 10 percent.

The individual transactions selected were chosen randomly. We found no exceptions as a result of the procedures.

2. **Non-Payroll Disbursements and Expenditures**

- We inspected selected recorded non-payroll disbursements to determine if these disbursements were properly described and classified in the accounting records in accordance with the School's policies and procedures and State regulations, were bona fide disbursements of the School, and were paid in conformity with State laws and regulations; if the acquired goods and/or services were procured in accordance with applicable laws and regulations.
- We inspected selected recorded non-payroll disbursements to determine if these disbursements were recorded in the proper fiscal year.
- We compared current year expenditures at the subfund and account level to those of the prior year. We investigated changes in the general, earmarked, restricted and federal funds to ensure that expenditures were classified properly in the School's accounting records. The scope was based on agreed upon materiality levels (\$3,100 – general fund, \$2,500 – earmarked fund, \$9,000 – restricted fund, and \$1,800 – federal fund) and +/- 10 percent.

The individual transactions selected were chosen randomly. We found no exceptions as a result of the procedures.

3. **Payroll Disbursements and Expenditures**

- We inspected selected recorded payroll disbursements to determine if the selected payroll transactions were properly described, classified, and distributed in the accounting records; persons on the payroll were bona fide employees; payroll transactions, including employee payroll deductions, were properly authorized and were in accordance with existing legal requirements and processed in accordance with the School's policies and procedures and State regulations.
- We inspected payroll transactions for selected new employees and those who terminated employment to determine if the employees were added and/or removed from the payroll in accordance with the School's policies and procedures, that the employee's first and/or last pay check was properly calculated and that the employee's leave payout was properly calculated in accordance with applicable State law.
- We compared current year payroll expenditures at the subfund and account level to those of the prior year. We investigated changes in the general, earmarked, restricted and federal funds to ensure that expenditures were classified properly in the School's accounting records. The scope was based on agreed upon materiality levels (\$3,100 – general fund, \$2,500 – earmarked fund, \$9,000 – restricted fund, and \$1,800 – federal fund) and +/- 10 percent.
- We compared the percentage change in recorded personal service expenditures to the percentage change in employer contributions; and computed the percentage distribution of recorded fringe benefit expenditures by fund source and compared the computed distribution to the actual distribution of recorded payroll expenditures by fund source. We investigated changes of +/- 10 percent to ensure that payroll expenditures were classified properly in the School's accounting records.

The individual transactions selected were chosen randomly. Our findings as a result of these procedures are presented as "Payroll Disbursements and Expenditures" in the Accountant's Comments section of this report.

4. **Journal Entries, Operating Transfers and Appropriation Transfers**

- We inspected selected recorded journal entries, operating transfers, and appropriation transfers to determine if these transactions were properly described and classified in the accounting records; they agreed with the supporting documentation, the purpose of the transactions was documented and explained, the transactions were properly approved, and were mathematically correct; and the transactions were processed in accordance with the School's policies and procedures and State regulations.

The individual transactions selected were chosen randomly. Our findings as a result of these procedures are presented as "Journal Entries and Appropriation Transfers" in the Accountant's Comments section of this report.

5. **General Ledger and Subsidiary Ledgers**

- We inspected selected entries and monthly totals in the subsidiary records of the School to determine if the amounts were mathematically accurate; the numerical sequences of selected document series were complete; the selected monthly totals were accurately posted to the general ledger, and selected entries were processed in accordance with the agency's policies and procedures and State regulations.

The individual transactions selected were chosen randomly. Our findings as a result of these procedures are presented as "Subsidiary Ledger – Auxiliary Account" in the Accountant's Comments section of this report.

6. **Composite Reservoir Accounts**

Reconciliations

- We obtained all monthly reconciliations prepared by the School for the year ended June 30, 2013, and inspected selected reconciliations of balances in the School's accounting records to those reflected on the State Treasurer's Office monthly reports to determine if accounts reconciled. For the selected reconciliations, we determined if they were timely performed and properly documented in accordance with State regulations, recalculated the amounts, agreed the applicable amounts to the School's general ledger, agreed the applicable amounts to the State Treasurer's Office monthly reports, determined if reconciling differences were adequately explained and properly resolved, and determined if necessary adjusting entries were made in the School's accounting records.

Cash Receipts and Revenues

- We inspected selected recorded receipts to determine if these receipts were properly described and classified in the accounting records in accordance with the School's policies and procedures and State regulations.
- We inspected selected recorded receipts to determine if these receipts were recorded in the proper fiscal year.
- We made inquiries and performed substantive procedures to determine if revenue collection and retention or remittance were supported by law. We obtained all monthly reconciliations prepared by the School.

6. **Composite Reservoir Accounts (continued)**

Non-Payroll Disbursements and Expenditures

- We inspected selected recorded non-payroll disbursements to determine if these disbursements were properly described and classified in the accounting records in accordance with the School's policies and procedures and State regulations, were bona fide disbursements of the School, and were paid in conformity with State laws and regulations; if the acquired goods and/or services were procured in accordance with applicable laws and regulations.
- We inspected selected recorded non-payroll disbursements to determine if these disbursements were recorded in the proper fiscal year.

We found no exceptions as a result of the procedures.

7. **Appropriation Act**

- We inspected School documents, observed processes, and made inquiries of School personnel to determine the School's compliance with Appropriation Act general and School specific provisos.

We found no exceptions as a result of the procedures.

8. **Reporting Packages**

- We obtained copies of all reporting packages as of and for the year ended June 30, 2013, prepared by the School and submitted to the State Comptroller General. We inspected them to determine if they were prepared in accordance with the Comptroller General's Reporting Policies and Procedures Manual requirements and if the amounts reported in the reporting packages agreed with the supporting workpapers and accounting records

Our findings as a result of these procedures are presented as "Reporting Packages and Capital Asset Inventory" in the Accountant's Comments section of this report.

9. **Schedule of Federal Financial Assistance**

- We obtained a copy of the schedule of federal financial assistance for the year ended June 30, 2013, prepared by the School and submitted to the State Auditor. We inspected it to determine if it was prepared in accordance with the State Auditor's letter of instructions; if the amounts agreed with the supporting workpapers and accounting records.

We found no exceptions as a result of the procedures.

10. **Status of Prior Findings**

- We inquired about the status of the findings reported in the Accountant's Comments section of the State Auditor's Report on Applying Agreed-Upon Procedures on the School resulting from the State Auditor's engagement for the fiscal year ended June 30, 2011, to determine if School had taken corrective action. We applied no procedures to the School's accounting records and internal controls for the year ended June 30, 2012.

We found no exceptions as a result of the procedures.

We were not engaged to and did not conduct an audit, the objective of which would be the expression of an opinion on the specified elements, accounts, or items. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of the Governor, the governing body and management of the School and the State Auditor and is not intended to be and should not be used by anyone other than these specified parties.



Greene, Finney & Horton, LLP
Mauldin, South Carolina
May 15, 2014

ACCOUNTANT'S COMMENTS

SECTION A – VIOLATIONS OF STATE LAWS, RULES OR REGULATIONS

Management of each State agency is responsible for establishing and maintaining internal controls to ensure compliance with State Laws, Rules or Regulations. The procedures agreed to by the School require that we plan and perform the engagement to determine whether any violations of State Laws, Rules or Regulations occurred.

The conditions described in this section have been identified as violations of State Laws, Rules or Regulations.

Payroll Disbursements and Expenditures

Condition:	During our payroll testing, we noted where payroll benefits related to one employee was not properly allocated between funds.
Cause:	An employee's pay was split between the general fund and a restricted fund but all of the benefits were coded to the restricted fund.
Effect:	The Department was not fully compliant with South Carolina Code of Laws section 8-11-194.
Criteria:	South Carolina Code of Laws Section 8-11-194 states that agency's operations covered by funds other than the general fund appropriations must pay from such other sources a proportionate share of the employee benefits.
Recommendation:	For employee's pay where the employee is split between various funds, the employee's benefits should also be split proportionately between the various funds.

Capital Asset Inventory

Condition:	The School did not perform an annual inventory of its capital assets.
Cause:	The inventory was not completed because of significant turnover in the finance department and because the School could not produce a current listing of its capital assets inventory.
Effect:	The Department was not fully compliant with South Carolina Code of Laws section 10-1-140.
Criteria:	South Carolina Code of Laws section 10-1-140 states the head of each department, agency, or institution of this State is responsible for all personal property under his supervision and each fiscal year shall make an inventory of all property under his supervision, except expendables.
Recommendation:	We recommend the School ensure its capital asset listing is current and implement procedures to ensure that it conducts an annual inventory of its capital assets.

Reporting Packages

- Condition: It was noted during our reporting package testing there were several reporting packages that were not submitted in a timely manner based on deadlines provided by the Comptroller General.
- Cause: The reporting packages were not submitted timely mainly due to significant turnover in the finance department.
- Effect: The School is not submitting timely financial information which could delay the timely completion and issuance of the State's financial statements.
- Criteria: Reporting packages should be submitted in accordance with the Comptroller General's Office reporting package submission schedule.
- Recommendation: We recommend that reporting packages be submitted in a timely manner based on the deadlines provided by the Comptroller General.

SECTION B – OTHER WEAKNESSES

The conditions described in this section have been identified while performing the agreed-upon procedures but they are not considered violations of State Laws, Rules or Regulations.

Journal Entries and Appropriation Transfers

- Condition: During our journal entry and appropriation transfer testing, we noted that one journal entry and five appropriation transfers did not have supporting documentation. We also were unable to review approval of one appropriation transfer in SCEIS as there was no approval documented in the system.
- Cause: The School was unable to provide supporting documentation for these entries and transfers thus not all attributes were tested as a result of not being able to review supporting documentation.
- Effect: Without documentation to explain the purpose of the entry/transfer, improper entries or transfers could be made by the preparer, and the reviewer/approver may not detect the error.
- Criteria: Proper support for journal entries and transfers should be kept to document why the entry was made. Proper approval for all transfers should also be documented.
- Recommendation: We recommend the School keep proper supporting documentation for all entries and transfers and obtain proper approval for all transfers made.

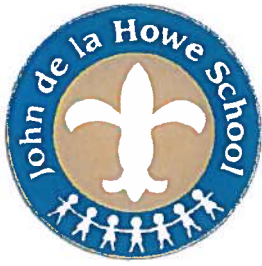
Subsidiary Ledger – Auxiliary Account
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- Condition: During our subsidiary ledger testing, we selected several disbursements to review and noted 16 out of 24 disbursements tested did not have proper supporting documentation and 1 out of 24 disbursements tested was not properly approved.
- Cause: Supporting documentation was not kept with the disbursement records and could not be found.
- Effect: The School is not able to support transactions recorded in its subsidiary ledger.
- Criteria: Proper supporting documentation and approval should be maintained for all disbursements.
- Recommendation: We recommend that all disbursements have proper supporting documentation attached with the disbursement records or the location of the supporting documentation should be annotated on the disbursement document. All disbursements should also be properly approved and evidence of the approval should be maintained with the documentation.

SECTION C – STATUS OF PRIOR AUDIT FINDINGS

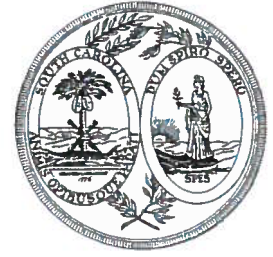
During the current engagement, we reviewed the status of corrective action taken on each of the findings reported in the Accountant's Comments section of the Independent Accountant's Report on Applying Agreed-Upon Procedures on the School for the fiscal year ended June 30, 2011, dated May 15, 2012. We applied no procedures to the School's accounting records and internal controls for the year ended June 30, 2012. We determined that the School has taken adequate corrective action on each of the findings except the one that related to the reporting packages and the capital asset inventory, both of which are noted above again as findings for June 30, 2013.

MANAGEMENT'S RESPONSE



John de la Howe School

South Carolina's Home for Children



Dr. Danny R. Webb
Interim President

BOARD OF TRUSTEES

Barbara Devinney
Chair
McCormick, SC

Donna Wesby
Vice-Chair
Aiken, SC

Felicia Preston
Secretary
Columbia, SC

Ted O. McGee, Jr.
Lexington, SC

Patricia Silva
Aiken, SC

May 15, 2014

Mr. Richard H. Gilbert Jr., CPA
Deputy State Auditor
Office of State Auditor
1401 Main Street, Suite 1200
Columbia, South Carolina 29201

Dear Mr. Gilbert:

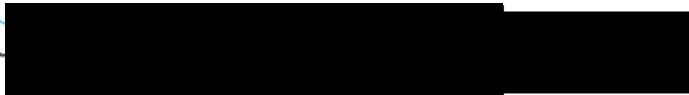
We have reviewed the preliminary draft of the report, dated May 7, 2014, resulting from the performance of agreed-upon procedures to the accounting records of John de la Howe School (the School) as conducted by Greene, Finney & Horton, LLP for the fiscal year ended June 30, 2013.

Prior to responding to the specific matters contained in the report, management would like to note that the School continued to experience staff turnover within its Finance Division. Consequently, only one of the current finance staff was employed by the School during the entire fiscal year ended June 30, 2013 — the period for which the agreed-upon procedures engagement was conducted. The current Director of Finance began work on May 7, 2013. In addition to the turnover, the Finance Division had not been adequately staffed. Currently the Finance office is fully staffed. The new staff is taking advantage of training opportunities to ensure that the procedures will meet prevailing laws and regulations.

Management's response to specific matters in the Accountant's Comments is attached for inclusion in the final report. Please accept this letter as authorization to release the report, as amended, to include our enclosed written response.

Sincerely,


Dr. Danny R. Webb
Interim President


Viola Robinson Faust
Director of Finance and Business Operations

John De La Howe School
MANAGEMENT'S RESPONSE

Following are management's responses regarding the Accountant's Comments included in the report resulting from performance of agreed-upon-procedures to the accounting records of the John De La Howe School for the fiscal year ended June 30, 2013.

Payroll Disbursements and Expenditures

The School fully appreciates the importance of the requirement to comply with Section 8-11-194 of the South Carolina Code of Laws. The School notes that the payment not being allocated correctly was due to staff turnover. The School has put procedures in place to ensure that an employee's benefit payments are in alignment with funds used to pay the employee's salary.

Capital Asset Inventory

The School fully appreciates the importance of the requirement that a personal property inventory be conducted on an annual basis. The school is working on a procedure to comply with Section 10-1-140 of the South Carolina Code of Laws.

Reporting Packages – Timely Submissions

The delayed submission of reporting packages to the Office of the Comptroller General was the direct result of the turnover in key staff positions during the reporting period for fiscal year ending June 30, 2013. The School has taken the necessary steps to ensure timely submission of such information in the future.

Journal Entries and Appropriation Transfers

The School has strengthened its internal controls to ensure that journal vouchers and transfers have the proper approval and all proper supporting documentation is maintained to show why the entry was made.

Subsidiary Ledger – Auxiliary Account

The School has strengthened its internal controls to ensure all proper supporting documentation is maintained and included with the disbursement records. The agency has put procedures in place to ensure expenditure transactions are adequately supported and that the procurement of all goods and services is properly documented and in compliance with all laws and regulations.

Residential Services

Twelve cottages are located on the John de la Howe campus to offer students who are experiencing behavioral health challenges with a safe, structured and therapeutic environment. Cottage life is designed to provide students with the proper place to learn and practice those skills necessary to improve their behavioral health. Each cottage houses 8 to 10 students, who are managed by "live-in" counselors who in turn are supervised by a unit coordinator. Staff members are trained to promote and maintain a positive, healthy, safe and therapeutic living environment for the students, who learn daily living skills, goal setting and positive means to change their lives. Through cottage life, students learn to improve self control, strengthen self-esteem, enhance decision-making skills, to respect authority, behavioral management, daily living skills, communication skills, conflict resolution and social skills.

Wilderness Program

The Wilderness Program is a viable alternative for boys in grades 6-8 who require more structure in their lives. This experiential, therapeutic program operates in conjunction with, yet separately from, John de la Howe School's campus program. Wilderness campers live in groups of eight in primitive campsites deep in the woods of the Sumter National Forest in close proximity to Lake Thurmond. Campsites are equipped with permanent wooden structures, but without electricity or hot water. One half mile away is a lodge that serves as the program's administrative building, classrooms, dining hall and shower facilities. Life in the Wilderness Program is very disciplined. Students learn basic lessons in personal responsibility through daily life in structured, small group settings. They help build and maintain their camp buildings, clean their living area and plan for and cook all of their weekend meals which are cooked on a wood stove fueled by firewood cut by the students themselves. Campers stay busy, living on a schedule that requires them to use self-discipline, group motivation and planning to accomplish the daily tasks assigned to them. Each morning students hike a half mile up a for academic instruction from certified teachers in one of two classrooms equipped in much the same manner as those in any public school. While mornings are devoted to academic core subjects for school credit, afternoons are spent participating in a number of outdoor experiential learning events that offer students the opportunity to apply their academic skills in daily life. These include equine therapy, construction projects, meal planning, nature skills, forestry, canoeing, rafting, backpacking and other events.

Contact: Dr. Danny R. Webb, President
John de la Howe School
(864) 391-0414 • danny.webb@delahowe.k12.sc.us



*Providing a safe haven for children
to heal, grow and make lasting changes*



*Founded in 1797,
John de la Howe School
is the oldest institution in
the state of South Carolina*

John de la Howe School offers services for at-risk children ages 12-18 facing emotional, behavioral or academic challenges. Residential care is provided on 1,200 scenic acres in the Sumter National Forest near McCormick, SC. The average length of stay is 9-18 months, during which children and their families focus on new approaches to positive interaction, relationship building and attention to academic learning.



JOHN
DE LA
HOWE
SCHOOL

Committed to
preparing the at-risk
children of
South Carolina to
be fully reintegrated
into their homes
and communities,
and to make positive
contributions to their
families, communities
and society as a whole.



192 Gettys Road • McCormick, SC, 29835 • (864) 391-0414
www.delahowe.k12.sc.us

Profile of Children and Families Served

JDLHS serves children and youth with moderate emotional and behavioral challenges. Nearly 95% of current requests for placement come directly from parents or guardians, with the remainder coming as placements by state child welfare agencies. The target population within the continuum of services to children in need are students in grades 6-12 who have been or are near being failed or expelled from middle, high, or alternative schools. Children served come from throughout the state of South Carolina.



Many of the students served by John de la Howe School fit the academic description of "over-age and under-credited." At least 66% entered placement with one or more diagnoses from the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5). Approximately 55% of students in placement have documented trauma such as death of a family member or

friend, family separation, and/or emotional, physical, and sexual abuse; 65% are prescribed some form of psychotropic drug; 18% have known issues of physical or sexual abuse and/or neglect; and 7% have been expelled from their local school districts as a result of inappropriate behaviors in the school setting. Serving children with special needs such as these, JDLHS is the only school in the state that accepts students who have been expelled from their home schools.

As a state special school, JDLHS provides a welcoming and supportive environment for students of all racial and ethnic backgrounds and offers an array of 24-hour therapeutic and residential care to serve the children who reside on its campus. The L.S. Brice School provides educational services for at-risk youth in grades 6-10. JDLHS residential youth who are in their junior or senior years attend McCormick High School.

The agency seeks to ensure that young people who arrive at JDLH, some of whom could well be on a trajectory that includes prison or a life of dependency on government's social welfare safety net, leave the agency working towards life and workforce skills that will empower them to not just survive in South Carolina, but to thrive. In a recent survey, all parents responding indicated they would place their child at John de la Howe again, and several offered statements of praise for their children's at the school.

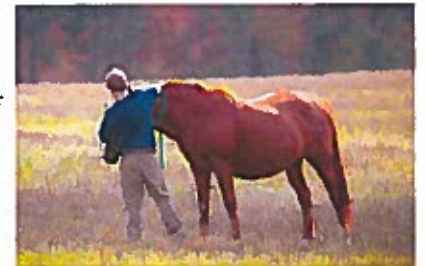


Therapeutic Approaches

"Think:Kids," a cognitive-behavioral therapeutic intervention recommended for at-risk youth, was initiated in June 2011. Staff has been participating in training, and the agency has been broadening its implementation of this approach with both residential and day students. Training in the "Mindset" system of preventing and managing aggressive behavior is also being implemented, and staff is trained in Trauma Informed Care. The Wilderness Program uses a modified Campbell-Loughmiller approach, featuring daily group goal setting and problem resolution. These approaches, along with single-gender classes instituted in 2013-14, are experiencing positive changes in the behaviors of students and their abilities to cope with frustrations and challenges. They are also contributing to a climate of cohesive support and encouragement for youth throughout the campus.

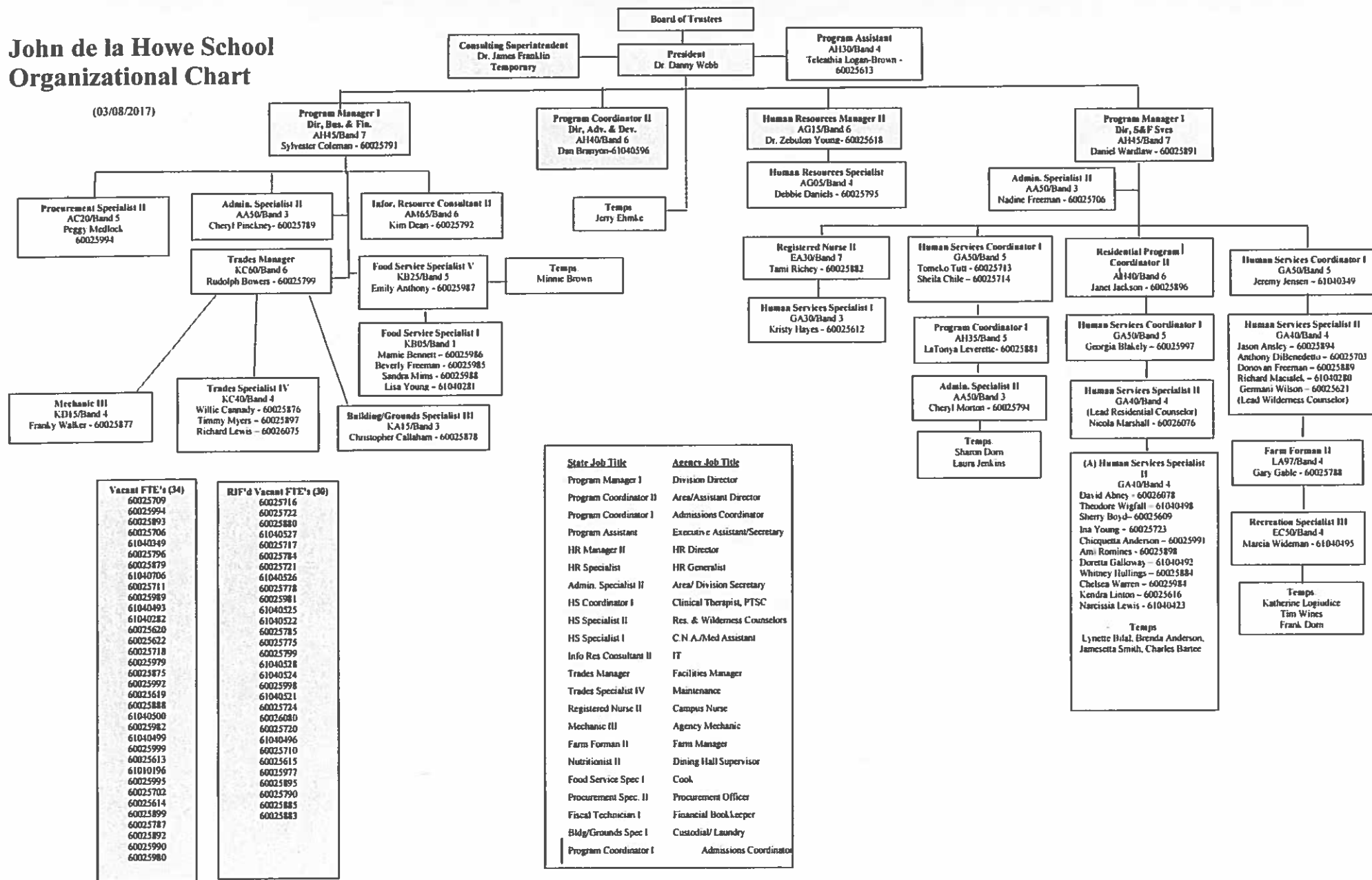
The agency strives to keep abreast of best practices in children's congregate care and treatment, education and staff development. Memberships are maintained and staff and board members participate in trainings with the American Association of Children's Residential Centers, Palmetto Association for Children and Families, and South Carolina School Boards Association.

The application process includes the gathering of medical and school records to determine the appropriateness of placement. While the agency has a mandated tuition requirement, a sliding scale is used based on the family's net income, with costs starting as low as \$50 per month.



John de la Howe School Organizational Chart

(03/08/2017)



Vacant FTE's (34)

60025709
60025994
60025893
60025706
61040349
60025796
60025879
61040706
60025711
60025989
61040493
61040282
60025620
60025622
60025718
60025979
60025875
60025992
60025619
60025888
61040500
60025982
61040499
60025999
60025613
61010196
60025995
60025702
60025614
60025899
60025787
60025892
60025990
60025980

RIF'd Vacant FTE's (38)

60025716
60025722
60025880
61040527
60025717
60025784
60025721
61040526
60025778
60025981
61040525
61040522
60025785
60025775
60025799
61040528
61040524
60025998
61040521
60025724
60026080
60025720
61040496
60025710
60025615
60025977
60025895
60025790
60025885
60025883

State Job Title

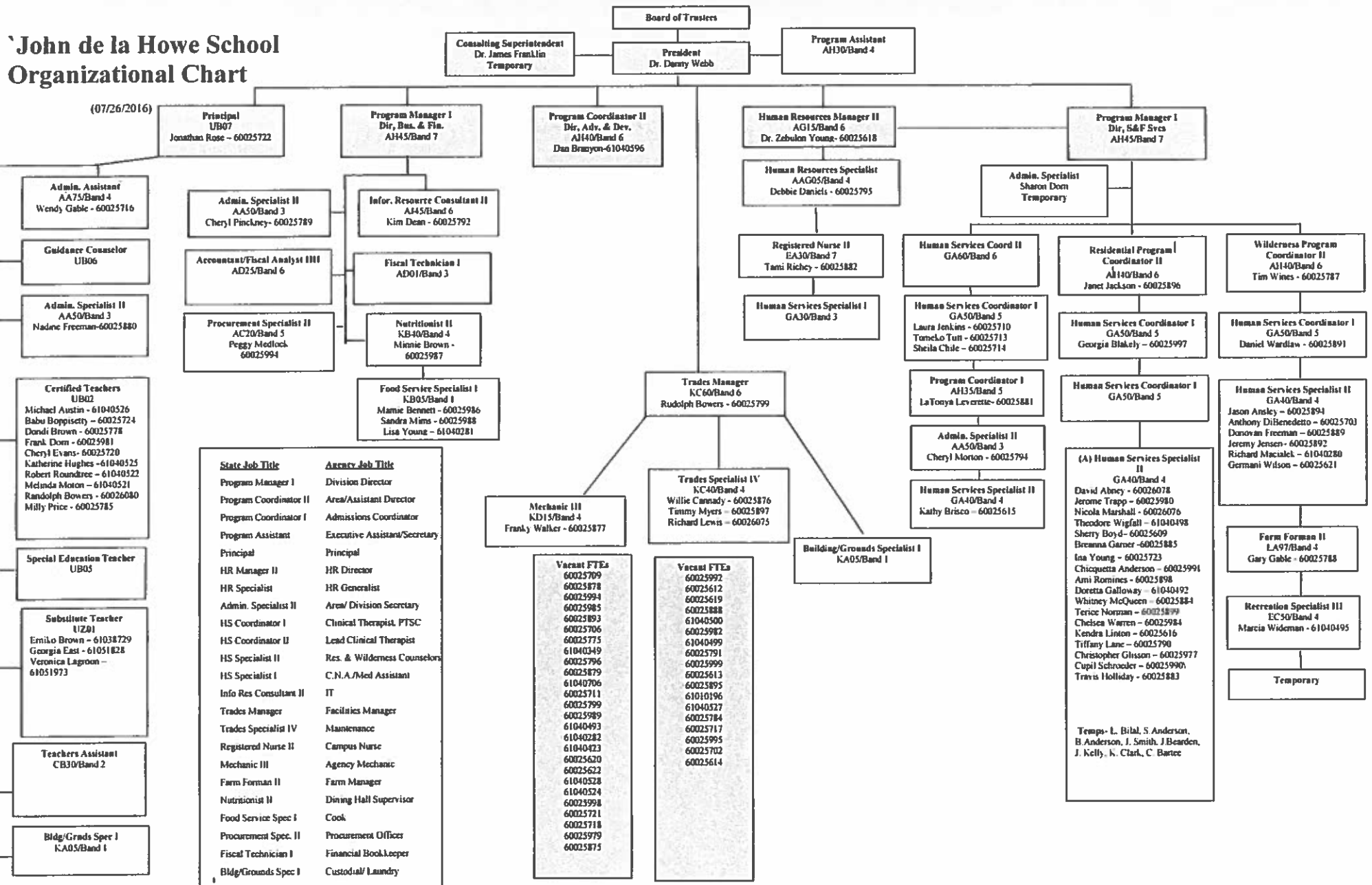
Program Manager I
Program Coordinator II
Program Coordinator I
Program Assistant
HR Manager II
HR Specialist
Admin. Specialist II
HS Coordinator I
HS Specialist II
HS Specialist I
Info Res Consultant II
Trades Manager
Trades Specialist IV
Registered Nurse II
Mechanic III
Farm Foreman II
Nutritionist II
Food Service Spec I
Procurement Spec. II
Fiscal Technician I
Bldg/Grounds Spec I
Program Coordinator I

Agency Job Title

Division Director
Area/Assistant Director
Admissions Coordinator
Executive Assistant/Secretary
HR Director
HR Generalist
Area/ Division Secretary
Clinical Therapist, PTSC
Res. & Wilderness Counselors
C.N.A./Med Assistant
IT
Facilities Manager
Maintenance
Campus Nurse
Agency Mechanic
Farm Manager
Dining Hall Supervisor
Cook
Procurement Officer
Financial Bookkeeper
Custodial/ Laundry
Admissions Coordinator

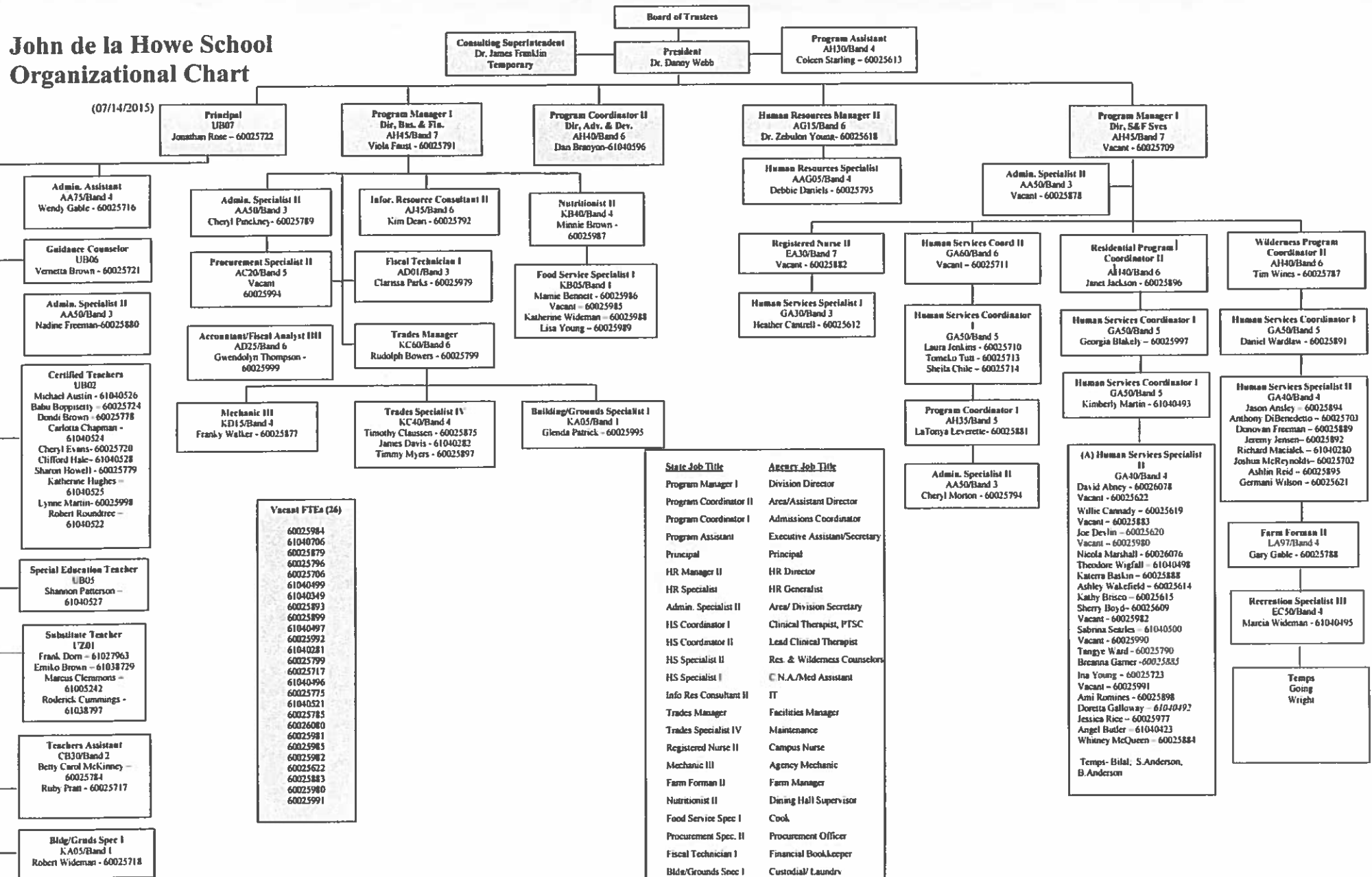
'John de la Howe School Organizational Chart

(07/26/2016)



John de la Howe School Organizational Chart

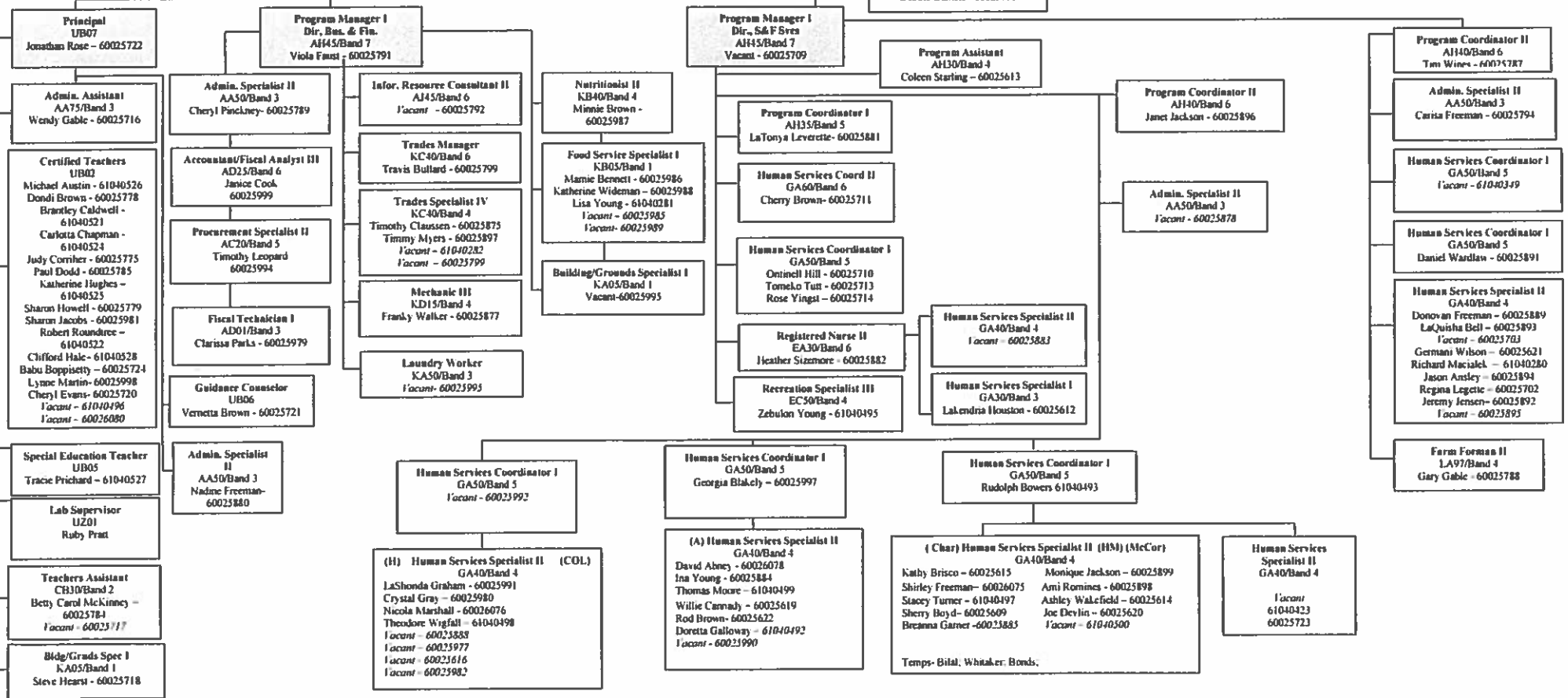
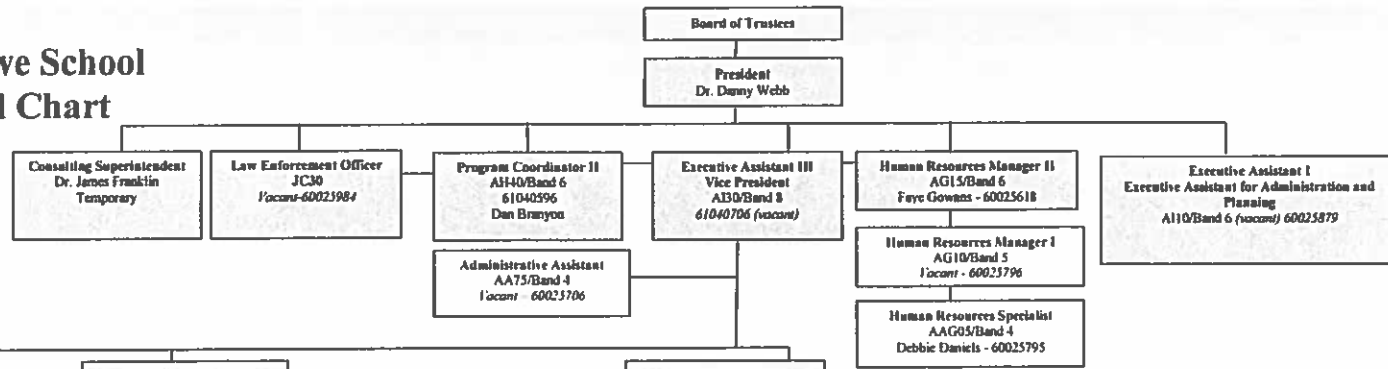
(07/14/2015)



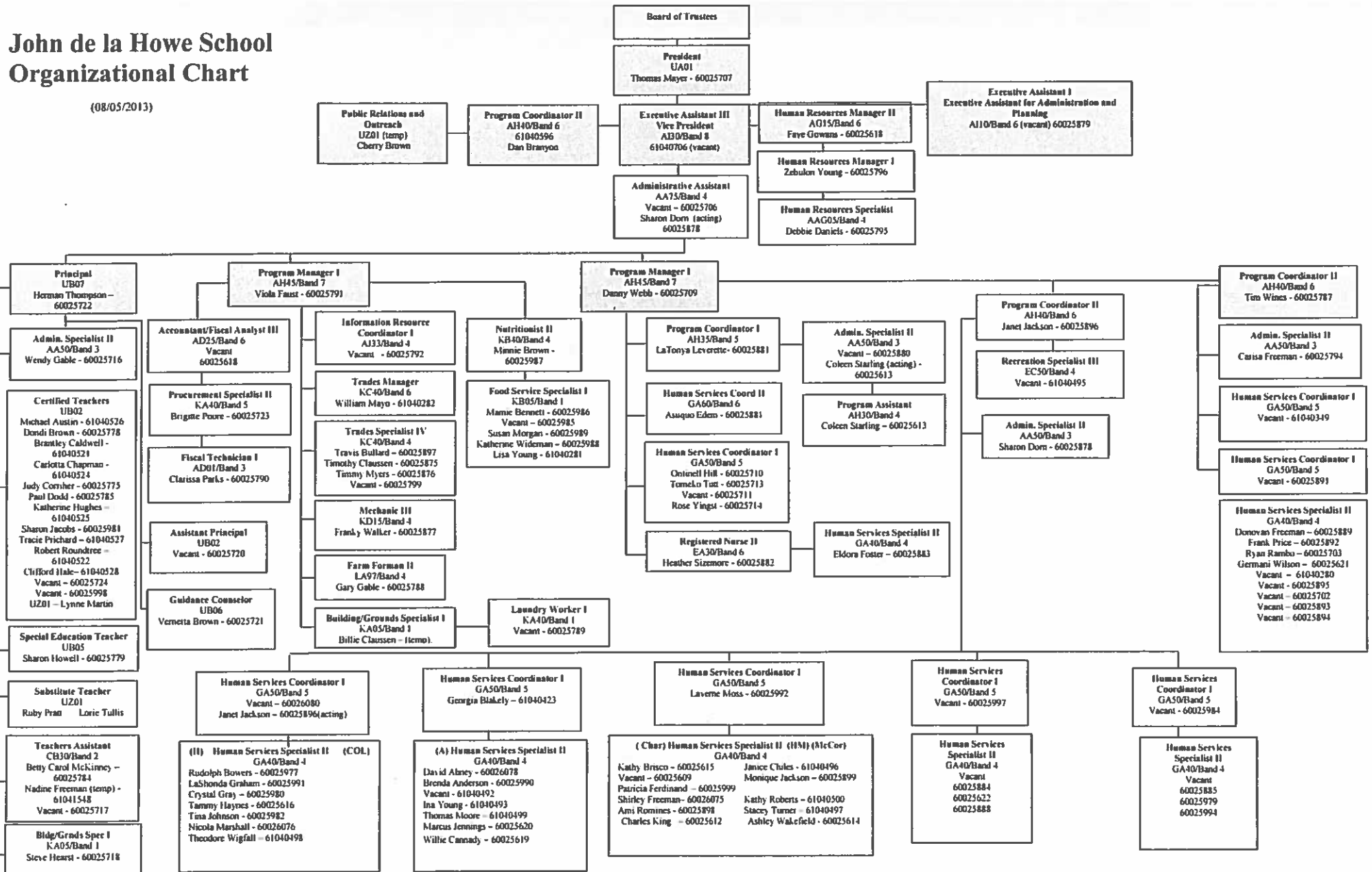
State Job Title	Agency Job Title
Program Manager I	Division Director
Program Coordinator II	Area/Assistant Director
Program Coordinator I	Admissions Coordinator
Program Assistant	Executive Assistant/Secretary
Principal	Principal
HR Manager II	HR Director
HR Specialist	HR Generalist
Admin. Specialist II	Area/ Division Secretary
HS Coordinator I	Clinical Therapist, PTSC
HS Coordinator II	Lead Clinical Therapist
HS Specialist II	Res. & Wilderness Counselors
HS Specialist I	C.N.A./Med Assistant
Info Res Consultant II	IT
Trades Manager	Facilities Manager
Trades Specialist IV	Maintenance
Registered Nurse II	Campus Nurse
Mechanic III	Agency Mechanic
Farm Foreman II	Farm Manager
Nutritionist II	Dining Hall Supervisor
Food Service Spec I	Cook
Procurement Spec. II	Procurement Officer
Fiscal Technician I	Financial Bookkeeper
Bldg/Grounds Spec I	Custodial/ Laundry

John de la Howe School Organizational Chart

(07/14/2014)

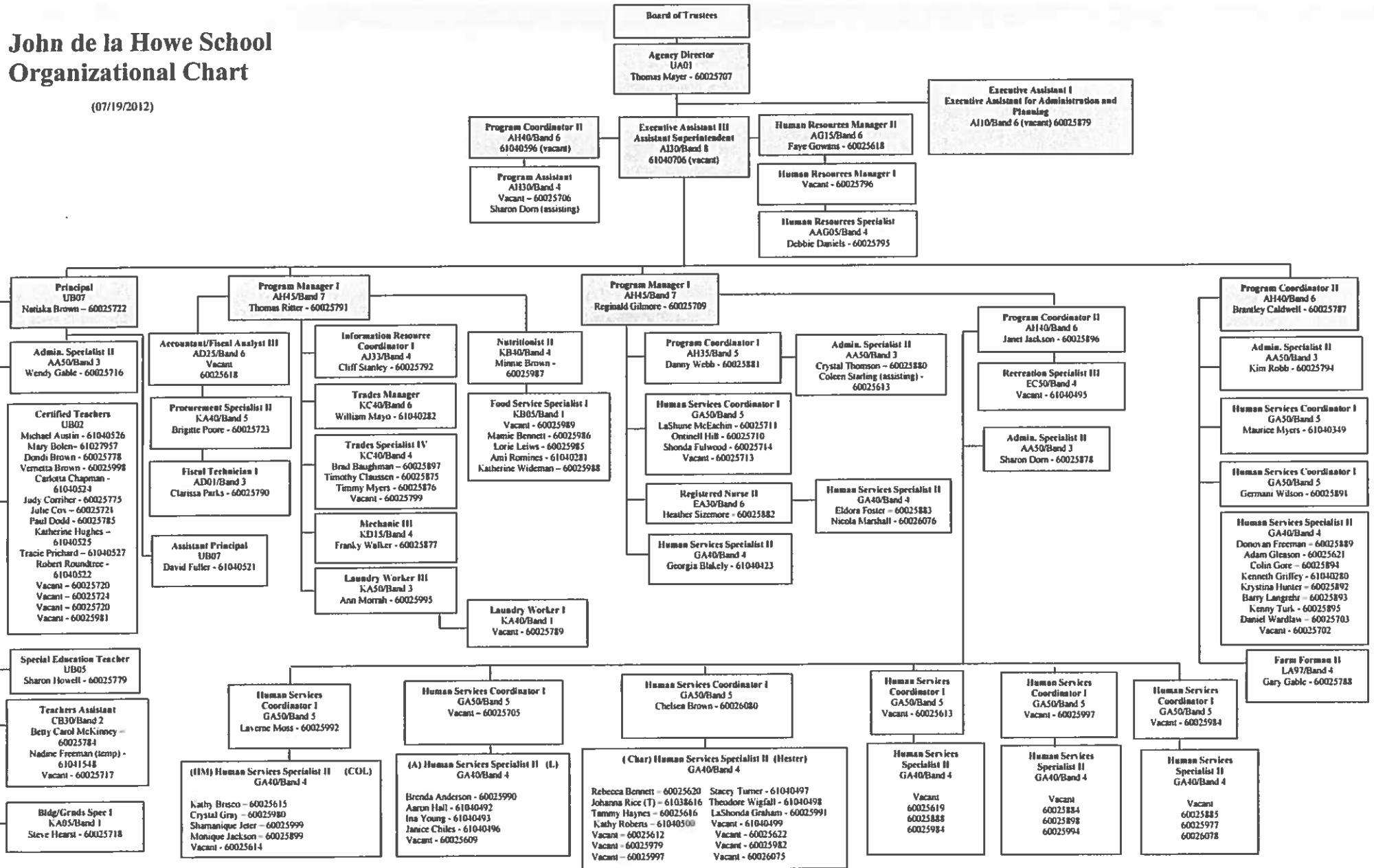


(08/05/2013)



John de la Howe School Organizational Chart

(07/19/2012)



Restructuring & Seven-Year Plan Report

John de la Howe School

March 31, 2015

	Name	Date of Hire	Email
Agency Director	Dr. Danny R. Webb	June 26, 2014	danny.webb@delahowe.k12.sc.us
Previous Agency Director	Thomas Mayer	June 2010	

	Name	Phone	Email
Primary Contact:	Dr. Danny R. Webb	864-391-0414	danny.webb@delahowe.k12.sc.us
Secondary Contact:	Viola Faust	864-391-0418	Viola.Faust@delahowe.k12.sc.us

Is the agency vested with revenue bonding authority? (re: Section 2-2-60(E))	No
--	----

I have reviewed and approved the enclosed 2015 Restructuring and Seven-Year Plan Report, which are complete and accurate to the extent of my knowledge.

Current Agency Director

(Sign/Date):

(Type/Print Name):

Dr. Danny R. Webb, President

If applicable, Board/Commission Chair

(Sign/Date):

(Type/Print Name):

Barbara Devinney, Chair, Board of Trustees



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I. Executive Summary

This report is submitted by the John de la Howe School (JDLHS) in response to new requirements under Section 1-30-10(G) of the South Carolina Government Code for state agencies to submit restructuring reports and a seven-year plan for increased cost savings and efficiencies to the Governor and General Assembly. This report is being submitted to the House Legislative Oversight Committee by its March 31, 2015, deadline.

While the agency does not have a seven-year plan, the Board of Trustees, agency staff and key stakeholders recently participated in an extensive planning process to develop a 45-page strategic plan and 45-page five-year school plan, using the format required by the Department of Education (SDE). The agency is preparing to submit its update of the strategic plan, required annually by SDE. On September 15, 2014, the agency submitted its 14-page Annual Accountability Report to the Executive Budget Office following the newly required format. The seven-year plan is a new requirement with which the agency is striving to comply.

Historical Perspective. Developed from the 1797 will of Dr. John de la Howe, JDLHS is the oldest residential child care facility in the state of South Carolina. Since its inception, the mission of JDLHS has changed as the organization has transformed from a long-term state orphanage into a state agency that embraces a commitment to prepare the at-risk children and youth it serves to be fully reintegrated into their homes and communities and to make positive contributions to their families, communities, and society as a whole.

The JDLHS enabling legislation of 1918 (Education Code Section 59-49-10) states that the agency must operate under a Board of Trustees. This act memorializes the 1797 will of Dr. John de la Howe in granting his plantation to the state for the care and schooling of needy children and for stimulating and improving the industrial life of the entire community. The language of the statute signifies that the will has been upheld by the South Carolina Supreme Court. The act further states that the resources of the property shall be used for the care of the children and the development of the school. The Board of Trustees has a stewardship responsibility to ensure that these fundamental provisions are honored and upheld.

Please refer to the “Historical Perspective” chart in the attached Excel document. As instructed, this focuses on changes implemented in the past ten years.

Purpose, Mission & Vision

The purpose of the agency, as set forth in Education Code Section 59-49-100, is to “maintain and develop the school property [in McCormick County] in accordance with the purposes of the [1797] will of Dr. John De La Howe as interpreted by the Supreme Court of South Carolina”. . . and that the Board of Trustees of John De La Howe School shall instruct the Superintendent of the school to implement programs which shall meet the needs of children from all of South Carolina who for some urgent reason need to be separated from their home or community.

The mission of the agency is to *provide a safe haven for children to heal, grow and make lasting changes through counseling, education, and a culture of care and personal development.*

The vision of the agency is to be a state leader in delivering relevant and effective programs that advance behavioral healthcare, education and positive family relations for children and adolescents. JDLHS operates the only public school in South Carolina that accepts students who have been expelled from their home schools.

The John de la Howe School provides a range of services for at-risk children and youth ages 12-18 who are facing emotional, behavioral or academic challenges. Located in a rural farm setting, JDLHS is a Level II congregate care facility licensed by the SC Department of Social Services (DSS), DHEC and the State Fire Marshall. The agency provides counseling, residential care and schooling for at-risk children/adolescents when family relations, home school or local community are not able to meet their needs or when their behaviors affect the functioning of traditional support systems of home, school or community.

The average length of stay is 9 to 18 months, during which children and their families focus on new approaches to positive interaction, relationship building and attention to academic learning. Support is geared to returning youth to their home communities with improved social and decision-making skills, academic gains and career focus to avoid a life of dependency or incarceration.

As part of the agency's strategic planning process in fall 2014, the Board of Trustees reviewed and affirmed that the mission of the agency fills an important need in the continuum of care for at-risk youths in the state.

Please refer to the "Purpose, Mission" chart in the attached Excel document.

Key Performance Measurement Results. Please refer to the Key Deliverables chart in the attached Excel document.

1. As described elsewhere, the agency is under new leadership at both the staff and board level. Under President Danny Webb's leadership, new performance measures are being put into place.
 - The agency's facilities and residential care staffing levels receive and pass comprehensive annual reviews by DSS, DHEC and the State Fire Marshall to maintain licensure as a Level II facility for children with moderate emotional and behavioral challenges.
 - In 2013-14, the agency had 72 residential beds that met health and safety standards and licensing regulations. The agency is on track to have 88 licensed beds by the end of 2014-15, and the strategic plan proposes to increase the total number of licensed residential beds to 120 by July 2019, dependent on availability of funding.
 - A total of 113 children/adolescents were served in 2013-14.

- An Individual Plan of Care is developed with each child and her/his parents or guardian upon admission, and records of child and family progress are kept using the newly-implemented BestNotes data system.
- Parents and guardians of at-risk youth are engaged in counseling sessions, parenting training and support for transitioning their youth back to home and community.
- Staff leaders from three key youth service components – therapeutic, education, and residential care – are now meeting collaboratively to review youth and family progress in Individual Plans of Care and use the newly-implemented BestNotes software system as a tool for determining when the child is ready to return to family and home school.
- The Annual Accountability Report in its new format was completed in September 2014 and provides a new framework for monitoring agency progress in multiple dimensions and is reviewed on a regular basis by the agency head and executive team.
- The five-year District/Agency Strategic Plan and five-year School Plan completed this past year for the Department of Education also provide a framework for monitoring agency progress in multiple dimensions and are reviewed on a regular basis by the agency head and executive team.
- Education is provided for at-risk youth in grades 6-12 in alignment with SC standards and accreditation requirements.
- Schooling is provided onsite for grades 6-10 with some youth served in the Wilderness Program and some in the L.S. Brice School. Youth in grades 11-12 attend McCormick High School.
- The PowerSchool system is now being fully utilized, following the training of six additional staff, to record pupil attendance and grades, track student academic progress, and comply with other reporting requirements of the Department of Education.
- The agency maintains a list of maintenance tasks, assignments and priorities, and the Director of Finance and Business Operations tracks progress on an Excel spreadsheet to monitor progress.
- Food Services meets dietary and nutritional requirements for schools, in compliance with the National School Lunch Program and state and federal funding requirements. Purchasing requests for food and related supplies are monitored in relating to the census of youth to be served.
- Staff are fully compensated for the services provided.
- Employee benefits are administered in accordance with state and federal guidelines.

- All staff position descriptions are in the process of review to assure they are aligned to the agency's mission.
- Full implementation of the Employee Performance Management System (EPMS) is in process for planning with and evaluation of all employees.
- School Climate Surveys were initiated in fall 2014 to assess child and parent satisfaction with the school (educational component) environment.
- Parent Surveys were initiated in fall 2014 to assess parent satisfaction with overall services provided.
- Work Environment Surveys were initiated in fall 2014 to assess employee satisfaction with the work environment.

II. Organizational Profile

1. **Main Deliverables.** Please refer to the "Key Deliverables" chart in the attached Excel document.
2. **Key Customers.** Please refer to the "Key Customers" chart in the attached Excel document. In addition, it is worth noting the 2013-14 characteristics of youth ages 12-18 served by the agency:
 - Many of the students served by John de la Howe School fit the academic description of "over-age and under-credited."
 - At least 66% entered placement with one or more diagnoses from the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5).
 - Approximately 55% of students in placement have documented trauma such as death of a family member or friend, family separation, and/or emotional, physical, and sexual abuse.
 - Approximately 65% are prescribed some form of psychotropic drug
 - Approximately 18% have known issues of physical or sexual abuse and/or neglect.
 - Approximately 7% have been expelled from their local school districts as a result of inappropriate behaviors in the school setting. Serving children with special needs such as these, JDLHS is the only school in the state that accepts students who have been expelled from their home schools.
 - While the agency has a statutorily mandated tuition requirement, at least 65% of families served are unable to pay more than the minimum rate on a sliding scale according to net income. For families living at or below the poverty line, even the minimum is a challenge.
 - Of the residential youth served, 69% were boys and 31% were girls.
 - Approximately 62% of students served at JDLHS are African-American – 68% boys and 32% girls. Studies indicate the black-white income gap is nearly 40%

greater today than it was in 1967 and that black students are three times as likely to be suspended or expelled from school, setting them up for educational failure.

3. **Key Customers.** Please refer to the “Key Stakeholders” chart in the attached Excel document.
4. **Other state agencies with biggest impact on agency’s mission success.** Please refer to the “Key Partner Agency” chart in the attached Excel document.
5. **Performance Improvement Systems.** Under new leadership in 2014, the agency has completed planning requirements for the five-year SDE district and school planning processes and the Annual Accountability Report process for the Executive Budget Office. The Board of Trustees routinely reviews comparative financial statements and other performance measures. Agency leadership staff routinely review performance measures, as discussed under item b below. In addition, the District/Agency Strategic Plan and 5-Year School Renewal Plans require stakeholder involvement in the annual review process.

Several databases and programs help to record and track various measures. (These are described under Section V.C. below.) The BestNotes system was initiated in summer 2013 to track youth and family progress in achieving goals set in each child’s therapeutic Individual Plan of Care. Under President Webb’s leadership, staff leaders from three key youth service components – therapeutic, education, and residential care – are now meeting collaboratively to review progress, record it in the BestNotes system, and use it as a tool for determining when the child is ready to return to family and home school.

6. **Organizational Chart.** Please refer to attached organization chart. The staffing organization is currently under review by the new agency administration. In viewing this chart, readers are reminded that JDLHS provides services on a 24/7 basis and complies with DSS-mandated staffing requirements for youth receiving residential care in a Level II facility.
7. **Agency Head Reporting.** The agency head reports to a Board of Trustees appointed by the Governor. Please refer to the “Overseeing Body-General” and “Overseeing Body-Individual Member” charts in the attached Excel document.
8. **Emerging Issues Impacting Agency in Next Five Years.** [Most of previous entries here moved to “Recommended Restructuring,” Item V. D. below.]

Questions on the independent status of this small agency have been periodically raised, and suggestions have been made to place the agency under DJJ or to consider other options. To date, no viable option for consolidation has been presented that protects the legal stewardship responsibility of the Board of Trustees to ensure the provisions of the enabling legislation and the will of Dr. John de la Howe are carried out.

Please refer to more extensive analysis of emerging issues under “Recommended Restructuring,” Item V. D. below. That section discusses new agency leadership, technical assistance in progress, and both external and internal considerations relating to potential restructuring.

III. Laws (Statutes, Regulations, Provisos)

JDLHS is responsible for following numerous laws and regulations, particularly those of DSS, Education, and Health and Safety. Please refer to the Legal Standards chart in the attached Excel document.

IV. Reports and Reviews

Please refer to the “Agency Reporting Requirements” chart in the attached Excel document. The attached Internal Audit chart is marked Not Applicable. JDLHS is a small agency and does not conduct internal audits. The agency is however, subject to audits by independent CPA firms contracted by the State of South Carolina to review agency accounts and accounting procedures. The most recent independent auditor’s review of agreed-upon procedures was conducted in 2014 for the fiscal year ended June 30, 2013.

The agency also provided a Response on Proviso 7.5 to the Governor and Legislature approved in the 2014-15 state budget. During 2014 and 2015 the agency has been providing quarterly progress reports to the Governor and Legislature.

V. Key Performance Measurement Processes

In fall 2014, JDLHS conducted a three-month process to develop a strategic plan and five-year school plan responding to requirements of the Department of Education. During that same time, the agency submitted its Annual Accountability Report to the Executive Budget Office. These reports required agencies to respond to new complex formats and terminology. This restructuring report requires responses that include some similar information but in considerably different presentation, in multiple ways, and with very challenging cross-referencing among multiple documents that are difficult to manipulate and challenge even high-powered computers. As a small state agency, the information provided below is its best effort given the 28-day notice and limited staff available.

As discussed elsewhere, the agency has been without a Quality Assessment Manager for over five years and, per Proviso 7.4, does not have legislative authorization to fill any new positions not related to residential care for children. Filling this position would be crucial in support of performance measurement and improvement, as well as ensuring fidelity in program delivery.

Since most of the performance measures were developed as of September 2014, current measurements are not available. The agency readily provides current

information to inquiries from the legislative committees overseeing the agency's budget.

Because JDLHS is a very small agency, the following information requested in sub-items a through d of the instructions applies to each of the categories and subcategories below, unless otherwise specified.

- a. Comparison data is not available. JDLHS is a small hybrid agency tied by statute to a specific piece of real property in rural South Carolina. It is the only residential facility for at-risk children in the state that operates a diploma-track school on the premises for children in its care – making it unique in South Carolina. Further, it is the only public school in the state that enrolls students who have been expelled from their home districts.
 - The School for the Deaf and Blind in Spartanburg is the one exception, but it serves children with special physical conditions, including multiple disabilities.
 - The Wil Lou Gray School in West Columbia is not comparable because it youths ages 16-19 with a GED-track program that falls under “adult education.” In contrast, the requirements for diploma-track educational programs applying to JDLHS are decidedly more prescriptive and costly to operate.
 - JDLHS does not graduate students; rather, residential youth at JDLHS in 11-12th grades participate in classes and are graduated from McCormick High School.
 - While some congregate care is provided by nonprofit providers in the state, it is not known whether other states offer such services (public or private), other than for adjudicated juveniles requiring incarceration.
 - Private congregate care agencies operating in South Carolina, none of which offers an on-campus school, include the Southeastern Children's Home in Duncan, the Connie Maxwell Children's Home in Greenwood, and the Epworth Children's Home in Columbia.
 - The agency strives to keep abreast of best practices in children's congregate care and treatment, education and staff development. Memberships are maintained and staff and board members participate in trainings with the American Association of Children's Residential Centers, the Palmetto Association for Children and Families, and the South Carolina School Boards Association.

In fall 2013, the Inspector General conducted a review of the agency. The IG responded to the Board's January 9, 2014, response to his draft report with these comments:

*I can assure you the report will be clear that given your mission much closer to capacity, **your costs are in line with industry**. We have even more evidence and appreciation that **your school**, based on a couple of recent interviews, **is uniquely situated in the state for level II children inasmuch as other non-profit level II facilities who send their kids to public school “struggle”**. The most important distinction not well articulated by the IG was your service to direct placements—regular citizens with children having out of control behaviors and really have no other viable economic option.*

JDLH should not have to continually explain its relatively high costs compared to the local middle school given your mission.

- b. Senior leaders who review performance measures: New performance measures implemented since fall 2014 are reviewed at least quarterly by senior leaders and periodically by the Board of Trustees. Senior staff leaders who review performance measures are the agency head and Executive Council, comprised of the leaders of these functional areas:

President (agency head)	Educational Services
Student & Family Services	Business Operations
Behavioral Health Services	Human Resources
Admissions	Advancement & Development

These senior staff leaders are charged with reviewing at least monthly the progress towards performance in their specific areas.

- c. Trends the agency has seen and the method by which it analyzes trends in these results.

Using the new BestNotes system and other data gathering programs, the new agency leadership will be better able to monitor performance measures and trends on a regular basis as described elsewhere. Many of the performance measures are new, and capacity and service levels are heavily impacted by funding decisions of the Governor and General Assembly.

Trends are covered more fully under “Recommended Restructuring,” Item V. D. below.

- d. Control over results is heavily impacted by funding decisions of the Governor and General Assembly (as noted in the preceding item c.). Control is also impacted by placements from DSS and DJJ and from referrals from local school districts (which have a financial disincentive to make direct referrals). Licensed residential bed capacity and numbers of youth who can be served are highly dependent on funding appropriations.

Please refer to expanded discussion under “Recommended Restructuring,” Item V. D. below.

A. Results of Agency’s Key Performance Measurements

JDLHS strives to keep abreast of best practices in its treatment modalities for at-risk youth. Those currently in use include:

- “Think:Kids,” a cognitive-behavioral therapeutic intervention recommended for at-risk youth, initiated at JDLHS in June 2011 following consultation on campus with Dr. Stuart Ablon, Director of Think:Kids in the Department of Psychiatry at Massachusetts General Hospital.
- “MindSet,” a system of preventing and managing aggressive behavior to eliminate the need for physical restraint or seclusion and promote culture of prevention. Training is available through MindSet Consulting of Asheville, NC.
- Trauma-Informed Care promotes an environment intended to be supportive, comprehensively integrated, and empowering for trauma survivors. Materials and training are available from the National Center for Trauma-Informed Care, funded by the federal Center for Mental Health Services (CMHS) of the Substance Abuse and Mental Health Services Administration (SAMHSA).
- A modified Campbell Loughmiller approach, used in the Wilderness Program, features experiential learning, emotional growth, daily group goal setting and problem resolution in a wilderness setting. This approach is recognized by the National Association of Therapeutic Wilderness Camps (NATWC).

Mission Effectiveness

1. Key performance measurements for mission effectiveness focus on improving personal development and academic achievement levels of at-risk youth.
 - Improving coping skills and demonstrating appropriate behaviors in various social circumstances are key aims for all youth served by JDLHS. Criteria for youth progress in meeting personal development and family-related goals are identified in the Individual Plan of Care that JDLHS establishes once a child arrives on campus. Progress is recorded in the relatively new BestNotes software system that enables staff to track and measure progress. This system will assist with generating aggregate data for future reports.
 - Academic measures affect individual students and the accreditation process. Student progress is recorded in the PowerSchool system.
 - The school’s 2014 report card reflects an absolute rating of school at-risk but a growth rating of excellent. The state school report card will no longer be used

for accountability. (The federal accountability is the ESEA report; however, JDLHS does not get an ESEA score because it does not graduate students or have a graduation rate. Youth in grades 11 and 12 at JDLHS attend McCormick High School and are graduated from there.)

- The percent of students passing the SC end of course (EOC) English I exam was 50% in 2013-14, increased from 48% the previous year. The plan aims for a 52% pass rate in 2014-15; however, test results will not be available until June 2015. The plan aims for 58% by July 2019. Please note that most youth at JDLHS are “over-age and under-credited” when they arrive.
- The SCDE school accreditation rating in 2013-14 was “Warned.” Under new leadership, corrective action has been taken, and the agency is on track for an “All Clear” rating in 2014-15.

Mission Efficiency

2. Key performance measurements for mission efficiency focus on licensed residential capacity and optimal occupancy of residential youth consistent with DSS-mandated staffing ratios for supervision of youth. Actual bed capacity and mandated staffing ratio levels required for increased occupancy are dependent on legislative budget authorization.
 - *Residential Capacity.* In 2013-14, the agency had 72 residential beds that met health and safety standards and licensing regulations. While the census fluctuates as youth enter and leave the program, the agency served a total of 113 individual residential youth during that year.
 - *Optimal Occupancy.* In 2014-15, the agency is on track to have 88 licensed beds. The strategic plan proposes to increase the total number of licensed residential beds to 120 by July 2019. Occupancy is subject to funding for staffing.

Residential Capacity and Optimal Residential Occupancy						
	Actual		Projected			
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Residential Capacity (Licensed beds plus mandated staffing ratios)	61	72	88	96	104	120
Average Annual Optimal Residential Occupancy	54	55	72	77	83	96

Chart V.A. 2.1-1

Because the agency has fixed operating costs regardless of the number of youth in residence, increasing the number of youth in residential care produces a lower cost-per-student analysis. In addition to funds needed to bring cottages up to licensing

standards, recurring funds are required to serve additional youth to meet the DSS-mandated staffing ratios for the supervision of youth with emotional and behavioral challenges.

Achieving optimal residential occupancy is dependent on legislative budget authorization for required staffing. The ratios of direct care and supervisory staff to Level II children have increased in recent years, with the current DSS-mandated staffing ratios as follows:

- 1:8 One Residential Counselor for every 8 students, 3 shifts per day
- 1:16 One Program Treatment Services Coordinator (PTSC), 1 shift per day

While not mandated by DSS, an additional Clinical Therapist is needed for each additional 20 youths, one shift per day.

In addition to residential youth served, during 2013-14, the agency served 23 alternative education day students from Abbeville District 60 and participated in agency education and therapeutic programs. Those enrollment numbers vary each year, but the memorandum of agreement with the Abbeville district allows for up to 30 day students each year.

Presented below is a chart shared with the House and Senate budget subcommittees in January and March 2015 provides a five-year history of numbers of licensed cottages and Wilderness camps licensed compared with the numbers that are “open,” meaning staffed and serving youth. With a total of 12 cottages, several have deferred maintenance needs and do not meet licensing requirements.

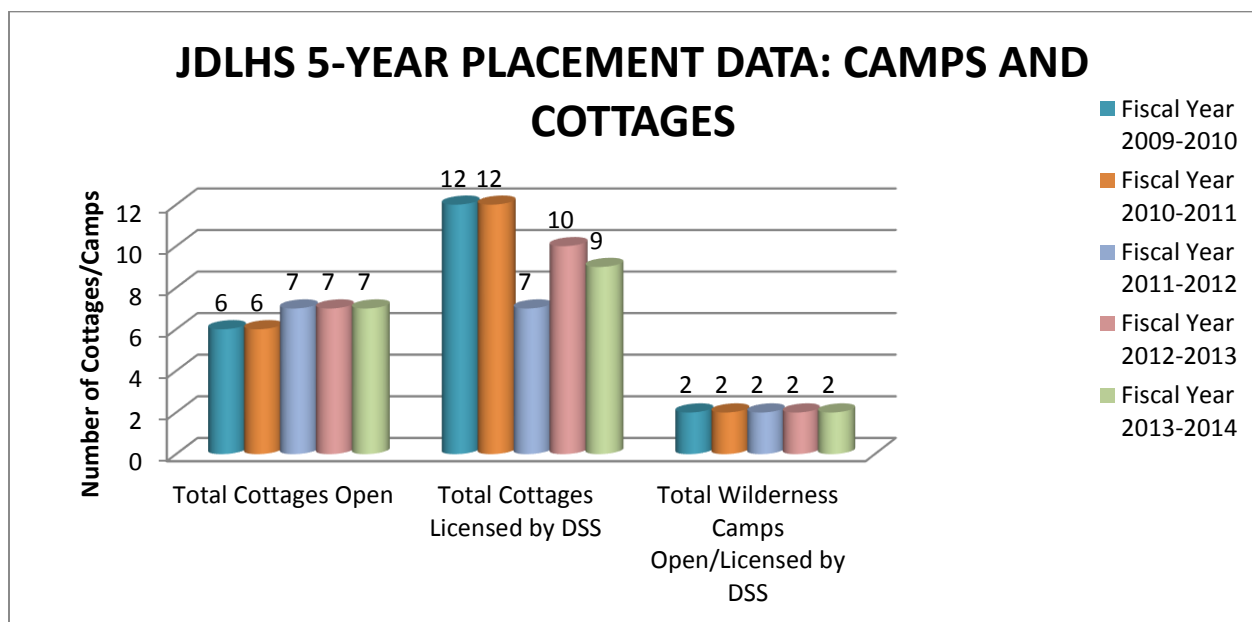


Chart V.A. 2.1-2

Quality (Customer Satisfaction)

3. For the agency as a whole, two key performance measurements for quality relating to customer requirements and expectations include:

- Parent Surveys were initiated in fall 2014 to assess parent satisfaction with overall services provided.
- School Climate Surveys were initiated in fall 2014 to assess child and parent satisfaction with the school (educational component) environment.

Two sample charts selected from multiple survey questions on the parent satisfaction survey in the Wilderness Program are provided below:

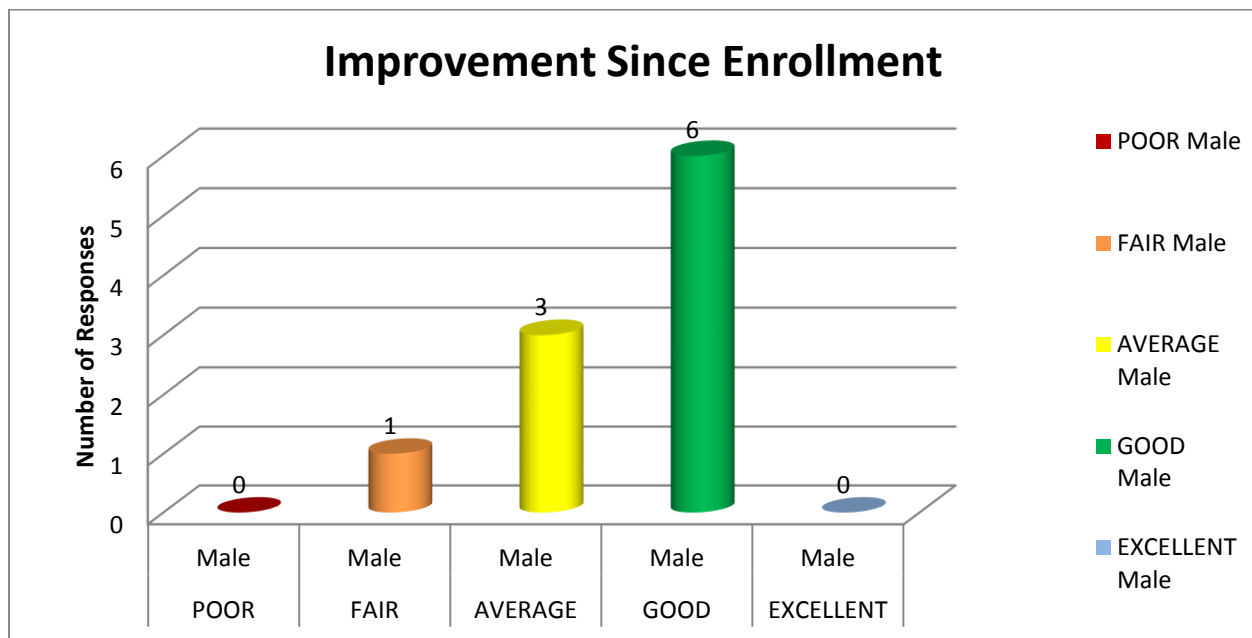


Chart V.A. 3.1-1

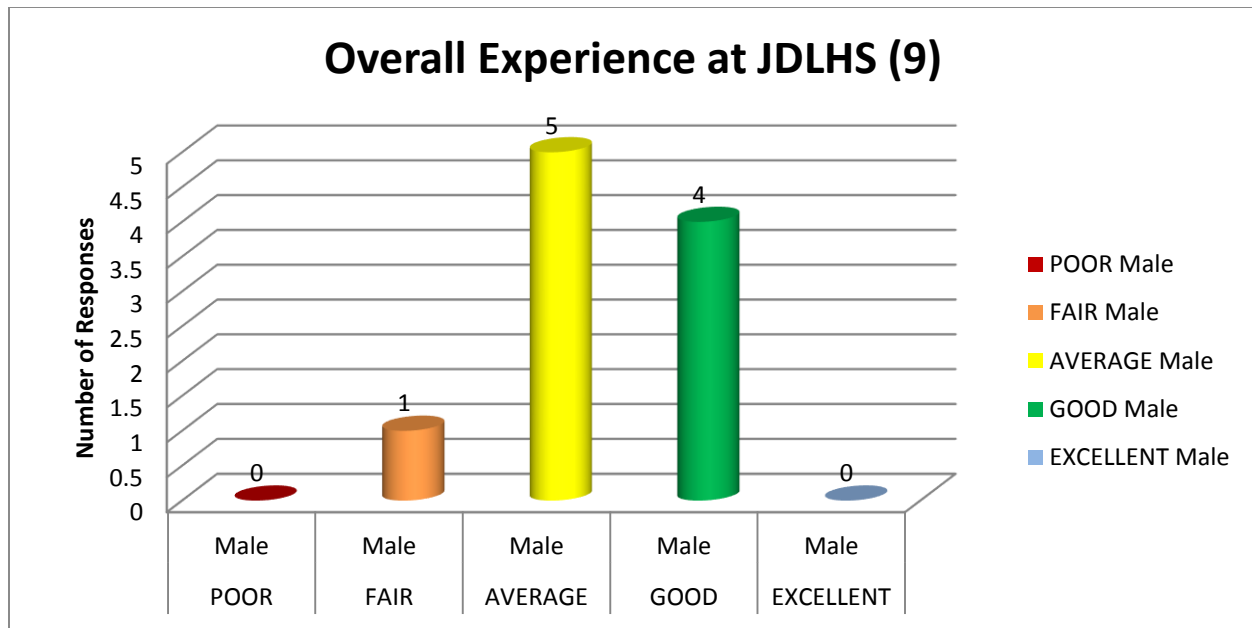


Chart V.A. 3.1-2

Performance measurements for quality relating to customer requirements and expectations for each of the agency's programs listed in the attached Major Program Areas include:

Administration and Personal Service. This portion of the budget covers the agency head (President), the Director of Advancement and Development, the Human Resources Director and the HR Assistant.

- The agency head, President Danny Webb, provides ongoing leadership and management of all operations; facilitates the work of the Board of Trustees; provides liaison with the legislature, other state agencies, affiliated professional organizations and stakeholders; represents the agency in public forums and conducts student recruitment throughout the state. The president's performance is evaluated annually in accord with requirements of the State Agency Head Salary Commission.
- Other positions funded through the Administration and Personal Service category are evaluated annually through the Employee Performance Management System (EPMS).

Education (accredited school providing middle through high school educational services to students in a residential treatment setting).

- School Climate Surveys were initiated in fall 2014 to assess child and parent satisfaction with the school (educational component) environment.

Children's Services (includes residential care, behavioral health, experiential learning and a Wilderness Camp).

- Parent Surveys were initiated in fall 2014 to assess parent satisfaction with overall services provided.

Support Services (includes physical plant maintenance, fleet management, food service and housekeeping).

- Work Environment Surveys were initiated in fall 2014 to assess satisfaction with work environment. (Discussed under Workforce Engagement below.)

Employee Benefits (ensuring that staff are fully compensated for services provided).

- Staff are fully compensated for the services provided.
- Employee benefits are administered in accordance with state and federal guidelines.

Workforce Engagement

4. For the agency as a whole, performance measurements for workforce engagement, satisfaction, retention and development – under new agency leadership – the focus is on:
 - Reviewing position descriptions to assure they are aligned to the agency's mission.
 - Fully implementing the Employee Performance Management System (EPMS) planning and evaluation process with all employees.

For each program listed in the agency's Major Program Areas chart, the items include:

Administration and Personal Service

- The agency head position experienced turnover in spring 2014. President Danny Webb became Interim President on February 21, 2014, and following a search process involving a number of stakeholder representatives, the Board of Trustees named him to the position of Director on June 26, 2014. The previous agency head served from June 2010 - February 11, 2014, and before that the agency head served from July 2005 - June 2010.

The planning document for evaluating the president was reviewed with the Board and provided to the Agency Head Salary Commission in September 2014.

- The Director of Advancement and Development joined the agency in June 2013. He is evaluated annually by the president using the EPMS process.

- The Administrative Assistant position had been filled by a long-time employee who re-retired in June 2014. Following Dr. Webb's appointment as President, another long-time agency employee was promoted to the position. This position is evaluated annually by the president using the EPMS process.

Education, Children's Services and Support Services

- Work Environment Surveys were initiated in fall 2014 by President Danny Webb. A sample response was that 50% agreed and 15% strongly agreed that the work of JDLHS positively impacts people's lives.

Employee Benefits (ensuring that staff are fully compensated for services provided)

- Staff are fully compensated for the services provided.
- Employee benefits are administered in accordance with state and federal guidelines.

Operational/Work System Performance

5. For the agency as a whole, performance measurements for operational efficiency and work system performance include the following:
 - The agency's facilities and staffing levels are reviewed annually by DSS, DHEC and the State Fire Marshall to meet licensing requirements as a Level II facility for children with moderate emotional and behavioral challenges. This is a comprehensive process that consumes considerable staff time and effort. The agency has successfully met licensing requirements on an annual basis.
 - In addition to monitoring residential occupancy in relation to licensed residential capacity, the agency records the number of at-risk youth in grades 6-12 receiving educational instruction in its various components. Schooling is provided onsite for grades 6-10 with some youth served in the Wilderness Program and some in the L.S. Brice School. Youth in grades 11-12 attend McCormick High School. Education is provided in alignment with SC standards and accreditation requirements, and enrollment is recorded in the PowerSchool data system required by the Department of Education.
 - Middle school student grades are recorded and high school student grades and credits earned and attempted are recorded in the PowerSchool data system. Since most youth at JDLHS are "over-age and under-credited" when they arrive, comparisons with other entities would be meaningless.
 - The agency involves parents and guardians of at-risk children and adolescents in counseling sessions and provides parenting training and support to transition youth back to home and community. Participation of parents is required in the child's individual plan of care, and attendance is recorded.

- At the time of the child's admission, the agency develops an Individual Plan of Care for the child, involving the child and parents or guardians in the process. Records of child and family progress are kept using the BestNotes data system.

Performance measurements for each of the agency's programs listed in the attached Major Program Areas chart include:

Administration and Personal Service

- The new format for the Annual Accountability Report completed in September 2014 provides a new framework for monitoring agency progress in multiple dimensions. This document is required by the Executive Budget Office. It is one of the documents monitored on a regular basis by the agency head and executive team.
- Completion of the five-year District/Agency Strategic Plan and five-year School Plan this past year also provides a framework for monitoring agency progress in multiple dimensions. These templates are prescribed by the State Department of Education and are updated annually. These documents are also monitored on a regular basis by the agency head and executive team.

Education

- The agency's State Report Card Absolute Rating in 2014-2015 was "School at Risk." With a new agency head and principal in place, the agency's planned to improve this rating to "Below Average" in 2015-16; however, the school report card has been discontinued by the Department of Education. (Discussed previously.)
- New performance measures and reporting systems being initiated include increasing academic promotion for youth leaving the program.

Children's Services (includes residential care, behavioral health, experiential learning and a Wilderness Camp).

- New performance measures and reporting systems being initiated include increasing the percent of students improving on the Success Criterion used in the Individual Plan of Care.
- New performance measures and tracking systems being initiated include improving long-term behavioral outcomes for youth leaving the program, being tracked through the new BestNotes database program.

Support Services (includes physical plant maintenance, fleet management, food service and housekeeping.)

- The agency maintains a list of maintenance tasks, assignments and priorities, and the Director of Finance and Business Operations tracks progress on an Excel spreadsheet to monitor progress.
- Food Services meets dietary and nutritional requirements for schools, in compliance with the National School Lunch Program and state and federal funding requirements. Purchasing requests for food and related supplies are monitored in relating to the census of youth to be served.

Employee Benefits (ensuring that staff are fully compensated for services provided)

- Staff are fully compensated for the services provided.
- Employee benefits are administered in accordance with state and federal guidelines.

B. Most Critical Performance Measures

The three most important agency responsibilities include:

1. Providing a safe and nurturing environment for children/adolescents with emotional and behavioral challenges.
2. Providing therapeutic services and guidance to children and adolescents with moderate emotional and behavioral challenges.
3. Providing accredited educational services to keep children on track and advance in academic achievement.

C. Databases and Document Management

1. Databases and document management systems used in the major program areas include:

Administration

- SCEIS (South Carolina Enterprise Information System) is used for accounting, purchasing and personnel (human resources), including processing of the Employee Performance Management System (EPMS).
- Training Manager 2014 Enterprise Edition by Kaizen Software Solutions, used for employee training and development.

- Microsoft Word, Excel and PowerPoint programs used for reports, correspondence, calculations, presentations and generating reports required by other agencies and the legislature.
- Information technology (IT) programs include:
 - Barracuda Virus Protection and Spamware
 - Barracuda Web Filter
 - Avast – desktop virus protection
 - Microsoft Exchange – e-mail service
 - Enterprise License for Windows and Microsoft Office 2013

Children's Services (includes residential care, behavioral health, experiential learning and a Wilderness Camp)

- BestNotes customer relation management (CRM) software, used to record youth and family progress in therapeutic goals and individual plans of care.

Education – L.S. Brice School, including Wilderness Program

- PowerSchool data system required by State Department of Education, used for recording student attendance, grades, transcripts, school discipline (for district as well as individual), master scheduling and Education Finance Act (EFA) coding. Also captures student demographics, gender, ethnicity, and medical and health information.
- PLATO (Programmed Logic for Automatic Teaching Operations), used for curriculum development and classroom teaching and learning. Also serves youth in grades 11 and 12 who have been expelled from their home schools and thus ineligible to attend McCormick High School.
- STAR (Standardized Testing and Reporting), used to measure student growth when entering and exiting.
- ACT WorkKeys database program, used in Learning Strategies classes to identify employment readiness. This program assesses students' foundational skills that are valued by employers and generates National Career Readiness Certificates that help them qualify for various positions in the workforce and for higher entry-level wages. The program allows students to link their skills and interests with skills needed in over 17,000 occupations. Being implemented for use with start of 2015-16 academic year.

D. Recommended Restructuring

1. No. The agency is under new leadership and does not recommend restructuring at this time.

While the current Board of Trustees and administration of the JDLHS remain open to considering the potential for aligning more closely with another state agency (or agencies) to enhance the provision of services to at-risk children and families and to achieve efficiencies, ***no current option appears to address the legal stewardship responsibility of an independent Board of Trustees to ensure that the fundamental provisions of the agency's enabling legislation are honored and upheld.***

While the John de la Howe School does not recommend internal restructuring as of March 31, 2015, the agency is currently in the process of considering potential restructuring. This is occurring with new agency leadership developed in 2014 and working with technical assistance for SDE and the Budget & Control Board, an Inspector General's report, and ongoing legislative inquiry and dialogue. Because of this inquiry, the Board of Trustees is providing the following information to describe current factors and emerging issues affecting consideration of potential restructuring.

New Agency Leadership. The Board of Trustees has completely new membership since June 2013, when only two members were serving. Four of the eight current board members were appointed in spring 2014, and one in February 2015. The Governor appoints the trustees, and eight of the nine available positions are currently filled.

On June 26, 2014, Interim President Dr. Danny Webb was appointed to the position of Superintendent/Agency Head/President to serve as the chief executive officer. He served as the interim president from February 21 and previously served as the Director of Student and Family Services. He has been with the agency for over seven years.

To comply with recent Department of Education accreditation requirements that the agency have a certificated superintendent, Dr. James Franklin was hired the end of June 2014 on a part-time basis as Consulting Superintendent.

To comply with Proviso 7.5 of the 2014-2015 2015 state appropriations act, a chief operating officer was assigned to JDLHS for four months to provide technical assistance and prepare a report. That person's service was concluded at the end of September 2014. To date no copy of the report has been provided to the agency.

Inspector General Review and Agency Response. In fall 2013, State Inspector General Patrick Maley conducted a review of John de la Howe School, which resulted in a number of observations and recommendations issued in a report on January 24, 2014. Virtually all recommendations have been implemented. Relevant portions of the following documents are recited in this document:

- JDLHS Board of Trustees' January 9, 2014, five-page response to the IG's report.

- Agency's October 1, 2014, document, totaling 51-pages, submitted to the Governor and Legislature in response to questions raised in Proviso 7.5. This included responses to all items raised in the Inspector General's report; assesses the agency's current administrative practices relating to budgeting and finance, technology, real estate and facilities management; and addresses the costs of facilities management and technology management in comparison compared with securing a private company to provide the services.

Legislator Visits to JDLHS Campus. Three members of the Senate visited, met with students and toured the campus on October 24, 2014. They have offered favorable reports. The three legislators included Senator Shane Massey, who serves part of McCormick County; Senator Billy O'Dell, who chairs the General Committee and serves on Senate Finance; and Senator Wes Hayes, who chairs the Senate Finance Subcommittee on K-12 Education.

Scheduling of a visit by members of the House of Representatives has been in process since summer of 2014, and the agency is hopeful that will occur in the near future.

External Considerations

Agency Enabling Legislation. The JDLHS enabling legislation of 1918 (Education Code Section 59-49-10) states that the agency must operate under a Board of Trustees. This act memorializes the 1797 will of Dr. John de la Howe in granting his plantation to the state for the care and schooling of needy children and for stimulating and improving the industrial life of the entire community. The language of the act signifies that the will has already been upheld by the South Carolina Supreme Court. The act further states that the resources of the property shall be used for the care of the children and the development of the school. The Board of Trustees has a legal stewardship responsibility to ensure that these fundamental provisions are honored and upheld.

2010 Legislative Restructuring Review. In November 3, 2010, former JDLHS President Thomas Mayer appeared before the State Agency Restructuring Committee, a joint committee of the General Assembly, to address questions of possible consolidation or realignment of the agency within the systems of care – with outcomes yielding no conclusion that such a consolidation or realignment would yield cost savings or improved quality of services for the state.

Current Agency Position on Restructuring. While the current Board of Trustees and administration of the JDLHS remain open to considering the potential for aligning more closely with another state agency (or agencies) to enhance the provision of services to at-risk children and families and to achieve efficiencies, *no current option appears to address the legal stewardship responsibility of an independent Board of Trustees to ensure that the fundamental provisions of the agency's enabling legislation are honored and upheld. Preservation of the real property in its rural upstate location for the purposes intended by the will of Dr. John de la Howe, which has been upheld by the SC Supreme Court, must be honored and recognized not only for its longstanding service to needy children but its important impact on the surrounding rural community – both economically and historically.*

Impact of Restructuring on Local Community. McCormick County is one of the poorest counties in the state, with precious little industry or commercial enterprise. The population of McCormick County is only 10,000 people, 49.7% of whom are African American. Given the school's founding 218 years ago, the town of McCormick has grown up around the John de la Howe School.

It has been one of the largest employers in the community; many alumni who resided there as orphans have chosen to live in McCormick and have ties throughout the community; many churches, service clubs and volunteers contribute time and money to support services to youth at the agency. In short, the agency is an integral part of the community. The McCormick County Council, the mayor, and the local legislative delegation acknowledge and support the agency in its present service to at-risk children and adolescents with moderate emotional and behavioral challenges.

Part of the cultural heritage and pride of JDLH to the local community is that the school is listed on the National Register of Historic Places (<http://www.delahowe.k12.sc.us/html/ourhistory.htm>). Dr. de la Howe's tomb is on the property along with a cemetery honoring others who've provided faithful service to the school over the years. The property is also the site of a treasured Old Growth Forest. It has long been recognized as an "old-growth stand of oak-pine forest protected against fire and timbering since 1797. It is one of the best remaining examples of this forest type in the Piedmont." It was added to the list of Registered National Natural Landmarks in 1976 (<http://www.nature.nps.gov/nnl/site.cfm?Site=JOHO-SC>).

Suggestions have been made in recent years to close the agency and/or turn the property over to the Department of Juvenile Justice. In addition, restricted budget appropriations have been hampered the agency's ability to repair residential cottages to restore capacity to serve additional children and reduce cost-per-student analysis. However, no representatives from the agency and no local elected officials report being consulted on "repurposing" the property. Instead, they have been placed in the position of having to react on short notice to attempts to change the long-standing nature of the property.

The nonprofit McCormick Children's Home, a 12-bed Level I facility located on the JDLHS campus and providing temporary shelter to children from throughout the state, would be adversely impacted by DJJ control. Eleven years ago, the Children's Home renovated a dilapidated building on the JDLHS campus using donated materials and volunteer labor. It provides rent of \$1 per year to JDLHS, which is all its budget can allow. Since its licensing regulations would not allow it to house Level I children at a DJJ-operated facility, the Children's Home would need to find an alternate site and build a new facility at a cost of over \$1 million, which it does not have.

McCormick County already has a maximum security prison. County officials and residents agree the county does not need another criminal justice facility. It needs greater diversity in its economic development efforts, and it does not want to lose the 218-year cultural heritage of the John de la Howe School.

Potential Placement of JDLHS within a Larger Agency. The functions of JDLHS intersect with several state agencies. However, if JDLHS were subsumed under a larger agency, its Board of Trustees, if any, would likely be reduced to advisory status only and its role in stewardship and protection of the real property in McCormick County for care and schooling of children in need would be lost. Additional reservations connected to each of the potential options are set forth below.

- Department of Social Services (DSS). This is a very large cabinet-level agency that has responsibility for care and protection of vulnerable children and adults. Historically, the department's Child Protective Services mission is most closely aligned with that of JDLHS. For many decades, JDLHS operated as an orphanage (a Level I facility), caring for children for five or ten years or more at a time. As such, it has long been the primary source of referrals of children and youth served in residence at JDLHS. DSS currently has responsibility for serving as the primary licensing entity for JDLHS as a Level II congregate care facility for children.

The Inspector General's January 2014 report on JDLHS suggested possible placement of the agency under DSS. The agency's response (previously submitted) is that:

The lack of referrals from DSS for the past three years is a direct result of that agency's Families First initiative, and the "Wildly Important Goals" emphasized by the previous director. Those goals and their consequences have been the subject of an extended inquiry over the past several months by the Senate DSS Oversight Subcommittee.

On July 14, 2014, the JDLHS Board Chair Barbara Devinney and President Danny Webb sent a letter to the DSS Oversight Subcommittee describing the severe decline in referrals to JDLHS since 2011 and urging that subcommittee to "promote full utilization of the John de la Howe School as a matter of public policy." The letter further stated that "the state should recognize that it has a long-standing investment in the facilities and resources of the John de la Howe campus, and that other state agencies and public school districts should be encouraged to fully utilize its resources for the public care and education of the state's children. Such an effort would minimize external recruiting costs, keep the facility at full capacity, and support a multi-agency collaborative approach to seeing John de la Howe succeed in its mission to serve children and families in need."

Ms. Susan Alford was recently confirmed by the Senate to assume the post of Director of Social Services. On February 9, 2015, JDLHS Board Chair Barbara Devinney forwarded the July 14, 2014, letter to Ms. Alford urging her to initiate a policy that encourages case workers and placement specialists to consider placing appropriate teens with John de la Howe. While most students currently go home during school breaks, staffing is available for 365-day-a-year care. Such a move would help to stabilize the residential census on a year-round basis. The letter also invited Ms. Alford to visit the campus and encouraged her to include the agency in periodic group meetings with other provider organizations and advocacy groups.

- Department of Mental Health (DMH). Because the focus of JDLHS is on serving children and adolescents with moderate emotional and behavioral challenges, a case could be made for placing the agency under DMH. The downside to this is the stigma perceived by children and their families of “being sent to a mental health facility.” The youth served by JDLHS have not succeeded well in their home schools. “Being sent to a school out in the country” does not carry such connotation. JDLHS continues to work closely with DMH staff in McCormick County.
- Department of Education (SDE). This is a very large department with a newly elected Superintendent of Education. JDLHS is receiving technical assistance from the department’s Office of Federal and State Accountability to make sure that its school components are satisfying the requirements for accreditation.

SDE representatives have reported on several occasions that the Department does not operate schools. JDLHS board chair and president have met with new Superintendent Molly Spearman in recent months, inviting her to visit the campus and beginning a dialogue on looking at ways to change statutes or approve waivers when some of the Education laws or regulations are deemed to have a disproportionate burden on JDLHS as a limited-enrollment state special school versus the more than 70 traditional local school districts.

Conflicting Laws and Regulations. As a state special school and state agency, JDLHS often encounters dual or conflicting sets of laws it must accommodate. Examples:

- JDLHS salary scales are set by the state and are typically quite uncompetitive with those of local school districts, creating challenges in recruiting excellent teachers. The state requires use of the Employment Performance Management System (EPMS) for evaluating all state employees, while SDE requires the use of the ADEPT performance system for all teachers and principals in the state.
- Section 59-25-410 et seq. of the Education Code prescribes the employment and dismissal of teachers. This applies to traditional local school districts which hire teachers on a contractual basis. In contrast, as a state agency, JDLHS employs teachers as salaried state employees subject to state rules. SDE-administered accreditation standards currently require the use of the ADEPT performance system for evaluating teachers and principals, resulting in a duplication of time and effort. Dismissal of state employees is handled in accordance with EPMS and other requirements of the state Human Resources Office. The JDLHS Board of Trustees does not become involved in holding appeals hearings in the case of dismissals as do local school districts.
- Department of Juvenile Justice (DJJ). In a March 13, 2014, statement, the JDLHS Board of Trustees opposed a proposal by Representative Kenny Bingham to place the agency for at least a year under DJJ. That statement read, in part:

It is rare that we have a student who has had charges with the juvenile justice system, and when we do we have ascertained that John de la Howe is the best placement option for

that particular youth given the totality of the circumstances. To place John de la Howe under the Department of Juvenile Justice would send the wrong message to children and families served by the agency.

Under the current school district referral structure, there is a financial disincentive for other districts to send their students in need to John de la Howe. This means that most parents choose John de la Howe on their own. . . Families would be extremely reluctant to have their children under supervision of the Department of Juvenile Justice and the stigma associated with that environment.

State juvenile justice agencies form a strong national network and are linked more closely in terms of subject matter with the adult criminal justice system (both nationally and within the state) than with child care or public education systems. Another major reason for not placing JDLHS under DJJ is the very different culture and mindset of a juvenile justice agency. Hiring decisions would be directed or heavily influenced by that criminal justice culture, and promotions of traditional DJJ staff to roles within JDLHS would be contraindicated for the type of youth served. JDLHS serves youth with emotional challenges, many of whom have suffered trauma, or receive medication for conditions such as ADHD.

JDLHS uses therapeutic approaches that meet the child where he is emotionally, acknowledging his personal history and engaging him a problem-solving approach to handling behaviors and emotions. The terminology of a criminal justice agency is vastly different from that used in an educational and therapeutic setting – and that language speaks volumes.

Employees trained in a criminal justice environment have an authoritarian approach to dealing with their charges, and they expect rapid compliance. JDLHS' experience in hiring individuals from criminal justice or military backgrounds has proved to be counterproductive in service to children and families and unsatisfying for those employees, who have trouble adapting to therapeutic approaches.

Ms. Sylvia Murray was confirmed as the new Director of Juvenile Justice on March 5, 2015. Since the retirement of Director Margaret Barber in December 2014, JDLHS has engaged in fruitful dialogue with DJJ representatives who have begun referring more youth as a prevention alternative. JDLHS staff has been meeting with representatives from the Tri-County DJJ office in Saluda, Director Murray has expressed an interest in visiting the campus, and a representative has been attending JDLHS stakeholders' meetings.

Because staffing is available at JDLHS for 365-day-a-year care, as with DSS referrals, appropriate youth referrals from DJJ could help to stabilize the residential census on a year-round basis. Youth falling within the status offender category are particularly appropriate for placement with JDLHS.

The JDLHS Alumni Association is opposed to DJJ control of the property. It hosts fundraising activities to benefit the children and holds its biennial reunions on the campus, which it would not be able to do under DJJ control.

Recent Legislative Proposals and Potential Options for Alignment. In addition to the four agencies listed above, a new department created by the General Assembly in 2015 and recent legislative proposals creating new agencies present options for discussion:

- Department of Administration (DOA), which becomes effective in 2015.
- Department of Children's Services, proposed in 2014 as H.4409 by Rep. Jenny Horne.
- Department of Behavioral and Public Health, proposed March 11, 2015, as S.550 by Sen. Harvey Peeler. This bill would include the Department of Mental Health and eliminate the Department of Health and Environmental Control (DHEC), which currently participates in the DSS licensing approval of JDLHS facilities.

The one advantage to having JDLHS fall under one of these agencies is that the burden of reporting on documents such as this and the Annual Accountability Report might well be reduced to two or three entries, as has been the experience of the Continuum of Care within the Office of Executive Policies and Programs within the Governor's Office.

The JDLHS Board of Trustees encourages cross-governmental support and a cooperative and collaborative spirit across agencies in offering guidance, assistance, and support for the agency's mission in serving some of the state's most vulnerable children and youth.

Considerations of Privatizing or Contracting Primary Services. Over the past several years, it has become apparent to agency leadership – both staff and board –that some elected officials are pursuing an agenda intended to either:

1. Close the agency – and possibly transfer students to private options or the state-funded Wil Lou Gray School in West Columbia, which isn't appropriate for the age level, therapeutic needs or type of educational service provided (diploma-track vs. GED).
2. Privatize the agency. At least one entity has been suggested.
3. Place it under another state agency with the intention of contracting services to a private entity.

Efforts to privatize a long-standing public school is no small matter for consideration. If serious, such efforts should begin with a dialogue with the agency and Board of Trustees and should be considered in open forums and duly noticed in accord with the Freedom of Information Act.

These efforts ignore the will of Dr. John de la Howe and clearly advance the personal and political aims of certain individuals, demonstrate favoritism to other entities (some of which have financially supported their campaigns for office in multiple ways) and/or may result in personal financial gain.

Tactics used to further those aims include efforts to discredit the agency through negative publicity, whisper campaigns among elected officials using selective, unbalanced information about the agency, developing relationships with certain staff members (before or after hire) to collect negative information (and using that information as leverage for other purposes, including appointments to the Board), sending individuals and organizations to campus to assess the potential for operating it, and suggesting the agency develop an immediate sole-source contract with a private company to make a good impression on the legislature.

Such tactics fail to meet the standards of conduct expected of elected officials and fail to inspire confidence among the general public. These tactics clearly interfere with the ability of the agency to conduct the business it is required to do and adversely impact enrollment through negative publicity. These efforts – coupled with proviso restrictions on hiring, lack of funding support to address deferred maintenance, and additional reporting requirements – support a self-fulfilling prophecy (of a few) that the agency should be operated by others.

While many legislators have been apprised of these tactics, drawing further attention to them would further jeopardize the agency's ability to gain the annual funding it needs to operate and maintain services and to increase its capacity as planned.

None of these efforts has involved representatives of the local community nor considered the impact on McCormick County if any of these aims were to be achieved. As previously noted, McCormick County, the McCormick Children's Home, and county residents are opposed to closing the property or having it run by DJJ. Having it operated by a private entity would have several adverse economic impacts: loss of employment to numerous individuals currently hired from the local community; loss of employment opportunities for local residents as private entities – obviously from outside the community – bring in their own employees from other areas; loss of state employment, which offers benefits and affirmative action policies not typically used by private entities; loss of cultural and historical roots to JDLHS; loss of broad community support and involvement in JDLHS; and the continuing threat of closure or converting the property to DJJ uses in the future.

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1. Close the agency – and possibly transfer students to private options or the state-funded Wil Lou Gray School in West Columbia, which isn't appropriate for the age level, therapeutic needs or type of educational service provided (diploma-track vs. GED).
2. Privatize the agency. At least one entity has been suggested – using state funds for a religious approach.
3. Place it under another state agency with the intention of contracting services to a private entity. At least one entity has been suggested – and that entity currently

provides contract services for DJJ. This may explain recent interest by DJJ in placing more youth with the agency.

Efforts to privatize a long-standing public school is no small matter for consideration. If serious, such efforts should begin with a dialogue with the agency and Board of Trustees and should be considered in open forums and duly noticed in accord with the Freedom of Information Act.

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Inspector General Confidence in the Agency. The Inspector General offered many positive statements about the agency in his report issued January 24, 2014:

... JDLH seems to be exactly where it should be within the continuum of services to children: private placement of students with moderate behavior problems who have or are near being failed or expelled from middle, high, or alternative schools. . . Its on-campus school, unique in South Carolina, distinguishes JDLH to serve at risk youth with typical behavior problems in the residential setting. . . ”

... [T]he SIG’s file reviews fully support these children are in distress needing help.

The SIG is confident JDLH has the potential for a bright future.

Personal observation during SIG field work revealed a passionate staff dedicated to helping children.

JDLH deploys a multi-dimensional approach to improve at-risk youth behaviors.

JDLH establishes an individual development plan with each student upon arrival.

JDLH [uses a] robust whole family approach.

There is no doubt JDLH leadership is committed to help at-risk students every day.

Deferred Maintenance Needs. Regardless of what entity has ultimate authority over the agency, health and safety issues relating to crumbling infrastructure will need to be addressed and will involve costs. While the facilities do not need to be state-of-the-art in this rural setting, they do need to meet basic modern standards of acceptability. Budget limitations have severely impacted the ability to address deferred maintenance issues. Buildings currently affected most include the roof and plumbing of the school cafeteria, the roof of the administration building, and four residential cottages. The swimming pool has not been operable for over three years.

Reporting to Legislative Committees. Until a few years ago, JDLHS reported to a House Ways and Means and Senate Finance Subcommittees on Health and Human Services. This was within keeping of JDLHS’ longstanding service as a group care facility for children. Approximately three years ago, the agency was assigned to the House Subcommittee on Public Education and Special Schools and the Senate Subcommittee on K-12 Education.

Impact of “School District” Designation. While the agency does have “School” in its name, the John de la Howe School has historically and primarily been regarded as a residential child care agency that is unique because it has a school on the campus. Reportedly, a few years ago, a bill was passed to allow the state special schools to be eligible for certain federal funds, which required defining them as “districts.” That seems to have led to a determination by SDE that many of the Education codes and regulations applying to traditional school districts should also apply to state special schools/“districts.” Efforts to determine the authority for such interpretation have not been fruitful as to specifics. It does not make sense that every Education code or regulation would apply to JDLHS, and yet identifying which do or do not is a daunting

task, given the limited agency staff and the lack of legal counsel on staff. The cost to engage outside counsel would be clearly prohibitive.

Recommendations for Changes to Laws. Pending further discussion with new Superintendent of Education Molly Spearman, initial recommendations include changing several laws that adversely impact the cost effectiveness and efficiency of JDLHS:

- Section 59-13-20 of the Education Code, requiring that every school “district” have a superintendent with a superintendent’s certificate. Note that this section falls under Chapter 13 relating to “County Superintendents of Education.” JDLHS is a state special school and not a “county” school district. (Discussed elsewhere in this document.) Because of the small enrollment of the one-school JDLHS “district” in relation to the large enrollments of multiple schools in traditional districts, neither the budget nor agency head salary authorization of JDLHS is able to offer a salary for a certificated superintendent at anywhere near a competitive level.

The salary range for the JDLHS agency head/superintendent is established by the State Agency Head Salary Commission and is currently set at \$79,070. In comparison, the interim superintendent of the Abbeville School District earned \$120,000 and the new superintendent of the McCormick School District earns \$140,000. Further, the skill sets needed for the JDLHS agency head are considerably different from those in the traditional educational setting, particularly in terms of governmental relations and funding, regulatory compliance, and operation of a working farm on 1,200 acres.

Having an experienced part-time consulting superintendent with certificate has been helpful this past year in providing guidance to the agency’s first-year principal, such services are costly to continue. In the event the agency hires a new first-year principal in the future, it could consider engaging a part-time superintendent or securing some other mentoring relationship. Current SDE regulations regarding the Principal Induction Program (R.43-167) already require first-year principals to develop a mentoring relationship with an experienced principal.

- Proviso 1.8 of the 2014-15 Appropriations Act (and previous years) requiring school districts who transfer students to other districts to compensate the receiving district. It reads, in part:

This also applies to John de la Howe School who also has the authority to seek reimbursement in any situation that the school district has participation in the placement of the student. John de la Howe School shall be reimbursed the local district's local support per weighted pupil above the statewide average base student cost multiplied by the appropriate pupil weighting as set forth in Section 59-20-40 of the Education Finance Act. Participation will be evidenced by a written agreement from the IEP team or 504 team, written referral, or the school district initiating the placement process.

This requirement creates a disincentive for local school districts to refer at-risk students to JDLHS who would benefit from the services provided. Instead, districts merely recommend to parents that they seek other educational options for their children. This recommendation

may come before or after expelling the students. Parents are typically given a list of potential options, and the parents are left – during a time of family crisis – to explore which options might be most suitable for their child. Since JDLHS provides all school districts with information about its services, it would be more efficient for all if school districts could facilitate the transfer and placement of students directly without having to weigh the financial disincentive to do so.

- Education Finance Act (EFA) and SC Pupil Accounting System. Local school districts receive EFA funding based on the 135-day Average Daily Membership of the previous year and the first 45-day ADM of the new school year. JDLHS faces a low enrollment problem at the beginning of each year because school districts tend to hold on to all their enrollments long enough to meet the 45-day attendance period to maximize EFA revenues. This approach fails to put the needs of students with emotional and behavioral challenges ahead of local district budgetary concerns. It also subjects JDLHS to legislative criticism for not having higher enrollments at the beginning of the school year.
- Provisos for Cross-Governmental Support. Consideration should also be given to including provisos for DSS and DJJ to collaborate closely with JDLHS to promote full utilization of the John de la Howe School by making appropriate referrals of at-risk youth for residential care. Placements by these agencies do not carry a fiscal burden, as they have (reportedly) historically expected that JDLHS' budget would provide residential care on a space-available basis. JDLHS has staffing 365 days a year, and it could be used more efficiently by including among its care youth placed by DSS and DJJ who are not subject to local school district calendars and financial concerns regarding transfers. This would address the “rolling enrollment” problem and the interests of the legislature in seeing the agency brought to full capacity.
- Defined Minimum Education Program for JDLHS. Consideration should also be given to developing and authorizing with SDE an updated “Defined Minimum Education Program” for JDLHS which acknowledges that it is a state special school and not a local district, acknowledges that its small enrollment and its service to children and adolescents with special emotional, behavioral and academic needs. Such a measure would eliminate some unduly burdensome requirements and help to clarify which Education laws and regulations may apply to JDLHS. The last such program was dated 1983 and was apparently shelved by the previous superintendent of education during a change in accreditation process.

Internal Considerations

Because JDLHS is not a cabinet-level agency, rules requiring legislative authorization of adding or deleting divisions does not appear to apply. However, several factors are discussed below.

- President Danny Webb was appointed to his position on June 26, 2014, and is in the process of considering staffing utilization and efficiency in consultation with his Executive Council. Recommendations will be considered by the Board of Trustees once sufficient information has been developed.

- Given the considerable reporting requirements placed the agency, JDLHS is in serious need of filling a long-vacant Executive Assistant I position. As one of the smallest state agencies, JDLHS was hit hard by the Great Recession and the major budget cuts that had to be implemented in 2009-2011. One of the positions lost in that reduction in force was a similar position with a working title of Quality Assurance Manager. Since that time, no one has been available with the skill sets and dedicated time to bring data together from throughout the agency and respond to all the detailed reports required.

Duties of an Executive Assistant I would be to facilitate strategic planning, analyze documents and data, prepare written reports and communications, conduct research, assist in articulating agency policy and positions, monitor trends, laws and regulations that impact the agency, formulate recommendations and action plans, and serve as liaison to the Board of Trustees to ensure effective communications and on-going support. Proficiency in Microsoft Word, Excel and PowerPoint is essential to comply with reporting requirements of various state agencies and the legislature.

The agency has been unable to fill such a position because for several years it has been subject to Proviso 7.4, which restricts hiring new positions for anything other than residential care staff needed in relation to an increase residential youth census.

Cost Effectiveness, High Cost and Underutilization. The biggest concern raised in the Inspector General's report of January 2014 was the apparent high cost per student and underutilization of facilities – and that this concern dated back to the 2003 MAP Report (the Governor's Commission on Management, Accountability and Performance). In response to Proviso 7.5 of the 2014-15 Appropriations Act, the agency provided to the Governor and Legislature on October 1, 2014, the following analysis of cost effectiveness in relation to facility capacity and utilization:

Cost per student is a function of residential occupancy. As the Inspector General noted, the agency and its facilities have relatively high fixed costs, and it is only by maximizing occupancy that the cost-per-student-per-day analysis can be reduced.

JDLH is a Level II facility serving children and adolescents with moderate emotional and behavioral needs. Approximately 85% of the 84-member staff is focused on direct care for youth, educational programs and facilities maintenance. The Inspector General has noted that the agency operates with an “administrative footprint that is slim for all the duties required.”

The capacity for residential occupancy is dependent on two key factors:

1. Adequate facilities and beds that meet the licensing standards of the state Department of Social Services (DSS) for a Level II facility. Budgetary restrictions have limited the agency's ability to address deferred maintenance needs on several residential cottages in the past several years. At the same time, DSS changed its standards to require additional square footage around each child's bed, which reduces the number of children that can be housed in each cottage.

2. Adequate staffing that meets the licensing standards of DSS for a Level II facility. In recent years, DSS has added the requirement that night staff be awake, which has added to staffing requirements. The ratios of direct care and supervisory staff to Level II children have increased in recent years, with the current DSS-mandated staffing ratios as follows:

1:8	One Residential Counselor for every 8 students, 3 shifts per day
1:16	One Program Treatment Services Coordinator (PTSC), 1 shift per day

While not mandated by DSS, an additional Clinical Therapist is needed for each additional 20 youths, one shift per day.

DSS-mandated staffing ratios mean that the agency cannot add just one or two more children at a time without incurring considerable costs that directly impact the cost per student per day. As a result, the agency constantly monitors the availability of licensed beds, available staffing and related costs, and the numbers of children awaiting admission.

Staffing and Staffing Ratios. JDLH is a Level II facility serving children and adolescents with moderate emotional and behavioral needs. Approximately 85% of the 84-member staff is focused on direct care for youth, educational programs and facilities maintenance. The Inspector General has noted that the agency operates with an “*administrative footprint that is slim for all the duties required.*”

Utilization Impact on Cost per Student. The Inspector General’s report pointed to a direct correlation between maximizing residential occupancy and cost per student. Improving current facilities to meet DSS physical licensing standards to open more beds and increasing staffing authorizations to meet DSS-staffing ratios in supervising additional youths will close the gap between fixed costs and optimal occupancy.

The Inspector General’s report noted that “an additional \$1,049,000 would allow for the enrollment of an additional 62 students to bring the school to capacity, lower the cost per student per day, and bring costs in line with industry.”

Following receipt of the Board’s January 9 response to his draft report, the Inspector General provided this information in an email on January 10: “We have even more evidence and appreciation that your school, based on a couple of recent interviews, is uniquely situated in the state for level II children inasmuch as other non-profit level II facilities who send their kids to public school ‘struggle.’” He further stated, “*JDLH should not have to continually explain its relatively high costs compared to the local middle school given your mission.*”

Optimal Occupancy. Given the number of licensed beds scheduled to be available by December 2014 and the authorized budget to meet the staffing ratios required to serve residential students, the optimal occupancy for FY 2014-15 is an annual average of 72. This allows up to an 80% occupancy rate, which is typical across South Carolina for children’s congregate care facilities, according to the Palmetto Association of Children and Families. As physical improvements are made and deferred maintenance for cottages can be addressed, the agency intends to increase occupancy to the fullest extent feasible commensurate with funding for required staffing ratios,

which in turn will result in a lower cost per student per day. The agency strategic planning documents set goals for reaching optimal occupancy as follows:

Residential Capacity and Optimal Residential Occupancy						
	Actual		Projected			
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Residential Capacity (Licensed beds plus mandated staffing ratios)	61	72	88	96	104	120
Average Annual Optimal Residential Occupancy	54	55	72	77	83	96

Chart V.D. 1.1-1

These projections are dependent, of course, on adequate funding to meet repair needs and mandated staffing ratios. The agency is prepared to move forward with all due haste to accommodate as many children as possible in the shortest time possible.

Rolling School Enrollment and Effect on Occupancy. Unlike traditional schools that start the new school year with full or near full enrollment, and unlike other congregate care facilities serving younger children at risk who may need placement year round, JDLHS serves adolescents who are not performing or fitting in well in traditional schools. As a result, JDLH school enrollment numbers for both residential and day students are relatively small at the beginning of each regular school term in August in relation to the numbers at the end of the school year in May. If the agency were starting each school year at full occupancy, there would be no room to accept youths experiencing difficulties in their home schools throughout the year – and parents would have few options available for help with their child.

Child Protection vs. “Heads and Beds” (Costs). The agency has been told by some officials its primary focus should be on “heads and beds.” The care and protection of the state’s most vulnerable children is a values question, and costs are only one factor in the analysis.

From the Inspector General’s review of a number of student files, his report noted:

[W]ithout question, these students had substantial behavior issues. The students, as well as their families, were in high levels of distress and despair. These students seemingly were on the edge of a downward life trajectory without help and intervention.

In a subsequent interview, he expressed concern about youths leaving the program prematurely due to family financial hardship. He encouraged waiving tuition requirements for those families to allow youths to stay longer so that changes in their behavior can be reinforced over a longer period of time.

While many students are very bright, it has been the experience of agency staff in reviewing the histories of adolescents seeking admission that many have been having problems at home and school since kindergarten. Adolescents with emotional and behavioral challenges are at risk for lifelong damage on a number of dimensions: socially, psychologically, academically, spiritually, and economically. Families often feel overwhelmed in trying to cope with these youths, and

with impoverished circumstances or more than one child in the home the family dynamics can be damaging to everyone within the family. JDLH provides a therapeutic intervention for both children and families, a safe haven for youths to heal, and new hope for brighter futures and self-sufficiency throughout adulthood.

Because JDLH serves a special population, its school costs are higher in order to provide smaller class sizes, more intensive personal attention to promote student success, and enrichment opportunities to engage challenged learners in positive learning experiences.

The agency has been continuing to address the issue of costs and the matter of repairing the cottages as quickly as possible in order to reach maximum optimal capacity. This has been in the forefront of deliberations and concerns for a number of years. Legislative authorizations and state procurement delays have taken much more time than anticipated. Governor Haley's observation on the procurement process at a Budget and Control Board meeting is echoed by JDLH: "If it takes one and a half to two and a half years, construction costs have gone up. The procurement process is so rigid and *so slow*."

The state of South Carolina has a statutory obligation to provide free public education to its children.

Unlike private congregate care providers, JDLH costs include providing public education, and those costs continue to increase as educational requirements increase. As noted elsewhere, the rates paid by DSS and DJJ to nongovernmental congregate care providers do not cover the costs incurred to provide all the mandated services. JDLH should not be put in the position of having to justify its costs in relation to nonprofit organizations operating in that type of environment.

Analysis of Administrative Costs. In response to Proviso 7.5 of the 2014-15 Appropriations Act, the agency provided to the Governor and Legislature on October 1, 2014, the following analysis on the agency's current administrative practices and cost comparisons on the following items:

Cost Comparisons and Other Decision Factors. Cost, efficiency, accessibility, responsiveness, reliability, confidentiality, safety and security are ALL factors to be considered. The most compelling factor for the John de la Howe School is to keep the children it serves safe, secure and healthy, as mandated by law and DSS licensing requirements. Criminal background checks and tests for tuberculosis are required of all employees who work on campus. Such protections could not be assured if the use of outside contractors were to be expanded. Few skilled technicians are available in the McCormick area, and the rural campus location makes accessibility to qualified skilled technicians difficult, costly and often untimely.

Interviews were conducted with five program managers in the surrounding area for their experiences with outsourcing in the areas of technology and facilities management. Summary responses are indicated below, and more detailed interview notes are available upon request.

The agency also works under strict mandates for client confidentiality. Using outside contractors to provide information technology services would provide opportunities to access student records, health, records, personnel records and financial records. Management would not have the technical skills to know when a breach had been made. The Board approved implementing statewide data security policies in January 2014, as required by the state.

Technology Management. The proviso requested that the costs of technology management be compared with securing a private company to provide the services.

In December 2013 four representatives of the Division of State Information Technology (DSIT) visited the JDLH campus to complete an assessment of agency needs. In February 2014, DSIT staff communicated findings and indicated DSIT would be able to provide some IT services at a cost of \$78,944 the first year but that JDLH would need to bear the cost of installing a separate network connection to DSIT plus engage a desktop support person because of the distance involved. Additionally, DSIT was not able to provide a contract for PC hardware or software quotes, and backups and disaster recovery could not be provided because of the distance. (Additional details of this assessment are provided in the appendix under Interviews on Outsourcing Opportunities.)

Having a reliable, in-house staff member who can be trusted with confidential information is deemed essential for the smooth and expeditious operation of John de la Howe. A part-time IT technician was not adequate or timely in meeting the agency's constant technology needs, and priorities for his time were to his primary employer. Staff members in the agency's L.S. Brice School were hampered in entering required data in the Department of Education's PowerSchool system because an IT person was not available. In August the agency hired a full-time IT technician with experience working for another state agency handling confidential health information. The \$45,000 salary for this position is a demonstrable cost savings over the DSIT analysis. This individual has discovered many computers with seriously outdated software and a number of computers with viruses that have plagued the agency's network with frequent shutdowns, blocking vital communications.

In a conversation in March with the superintendent of the School for the Deaf and the Blind, it was confirmed that consideration had been given to sharing IT resources with JDLH and the Wil Lou Gray School. Because of the daily needs for IT support and the time and distance between each agency, it was not deemed feasible to pursue that further.

Facilities Management. In comparing the costs of facilities management with securing a private company to provide the services, it is the agency's considered opinion that most facilities management services are best performed by state employees who have undergone a thorough background screening and understand the mission of the agency and the special kinds of children and youth it serves. While supervised, youths are not confined, and maintenance workers are likely to encounter students throughout the day as they go about their tasks. The property covers 1,200 acres, and knowledge of the property is essential in addressing service needs.

In addition to landscape maintenance, staff maintenance workers are currently qualified to handle minor plumbing, electrical, painting, and some air conditioning needs. Contracting companies with skilled workers are typically not available in McCormick, and the closest such services are located in Greenwood or Augusta, which involves a 45-50 minute drive. These distances add to costs and contribute to delays in responding to needs. One area where other local organizations found it feasible to hire local outside workers was for seasonal landscape maintenance during the summer months. While this can be explored, the primary concern about safety for students on campus should take precedence over cost.

Technical Assistance. In March 2014 the agency reached out to Brenda Hart, Deputy Director of the Budget Division of the Budget and Control Board, for guidance on the accountability report process and a review of administrative practices. Since July 2014, Ms. Hart has been serving as the interim director of the Executive Budget Office. She has consulted with the agency head and board chair on several occasions, and she and Mr. Chris Wells of her office participated in the July 15, 2014, meeting of the Board of Trustees. Ms. Hart, Mr. Wells and Ms. Allyn Powell subsequently visited the campus and continue to be available to the agency's Director of Finance and Business Operations.

VI. Seven-Year Plan

A. General

No. The agency does not have a seven-year plan; however, the agency has a five-year plan. Under new leadership, the agency is in the process of working with the Department of Education, Executive Budget Office, Budget & Control Board, and legislative oversight committees and others to consider ways to implement cost savings and increased efficiencies.

In terms of developing a seven-year plan, the JDLHS Board of Trustees acknowledges that having a seven-year plan is a new requirement. Representatives of the agency will continue to communicate with staff of the House Legislative Oversight Committee to ascertain its evolving requirements and expectations with respect to reporting. As noted above, JDLHS is a small, noncabinet-level agency with limited staff to prepare such extensive reports. Similar planning and reporting required by the Department of Education and the Executive Budget Office take considerable time to prepare and use similar but varying measures and terminology. The agency strives to comply with all requirements.

B. Current/Recommended Actions – Please skip to next section, per instructions.

C. Additional Questions / Information

1. The top three strategic objectives of the agency that have the biggest impact on the agency's effectiveness in accomplishing its mission are to:
 1. Provide a safe and nurturing environment for children/adolescents with emotional and behavioral challenges.
 2. Provide therapeutic services and guidance to children/adolescents with emotional and behavioral challenges and involve parents or guardians in their child's individual plan of care.
 3. Provide educational services to keep children on track and advance in academic achievement.
2. The fundamentals required to accomplish the top three strategic objectives include:
 - Adequate funding for facilities to meet licensing standards to serve the maximum feasible number of youth.
 - Adequate funding for staffing to meet DSS-mandated supervision levels for children/adolescents with moderate emotional and behavioral challenges.
 - Adequate and timely funding to hire and train additional required staffing to accommodate the proposed increase in youth in residential care as repairs to cottages needing repair are completed and licensed.
 - Adequate staffing to provide a safe, secure and attractive environment for children, parents, staff and visitors.
 - Food, nutrition and nursing care for youth served.
 - Qualified staff who are trained in behavioral and therapeutic approaches to serve at-risk youth and their families.
 - Qualified teachers with appropriate certifications to meet accreditation requirements in all the subjects required.
 - Staff training to assure compliance with constantly evolving requirements.
3. The website for John de la Howe School is at <http://delahowe.k12.sc.us/>. Information is provided about programs and admissions procedures.
4. Additional information the agency would like to provide the Committee or public:

The complexity of the restructuring report instructions and forms and the level of detail required, including cross-referencing to five different matrices, within the 28-day timeframe to respond have a disparate impact on a small agency with very limited staff.

5. Considering the process taken to review the agency's divisions, programs and personnel to obtain the information required and to prepare the Word and Excel report documents, the total amount of time involved is estimated as follows:

Complete the Process and Report: 242 hours

This calculation includes the time and effort of board members, who receive no compensation, to review the instructions and working drafts. Because of the time constraints placed on preparing the report and the agency's staffing limitations, some board members contributed substantially to the drafting of the documents.

6. Please refer to the attached "Personnel Involved" chart in the Excel document attached.

Conclusion

The John de la Howe School is a hybrid entity – a congregate care center with a school providing an array of services for children and adolescents with emotional, behavioral and academic challenges. The agency responds to many external requirements, but it has always been about serving children who find themselves in special circumstances needing care, protection and attention.

The Inspector General has noted that the agency operates with an "administrative footprint that is slim for all the duties required" and that it "should not have to continually explain its relatively high costs compared to the local middle school given [its] mission."

The Board and staff wish to *partner* with the resources of South Carolina state government to honor the cultural heritage of the John de la Howe School, acknowledge the economic and social importance of this agency to the surrounding community, to support the children and families with some of the greatest needs in the state, and help make this agency achieve the bright future suggested in the Inspector General's report.

Elected officials and interested individuals are encouraged to visit. Contact information is as follows:

Dr. Danny R. Webb, President
John de la Howe School
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McCormick, SC 29835
864-391-0414
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VII. Charts Appendix

Excel Spreadsheet with 14 Tabs:

Similar Information Requested Chart	Tab 1
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Key Customers Chart.....	Tab 5
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Agency Organization Chart	Last Page

Agency Name: John de la Howe School
 Agency Code: L120
 Agency Section:

Similar Information Requested Chart

INSTRUCTIONS: Please provide details about other reports which investigate the information requested in the Restructuring Report. This information is sought in an effort to avoid duplication in the future. In the columns below, please list the question number in this report, name of the other report in which the same or similar information is requested, section of the other report in which the information is requested, name of the entity that requests the other report and frequency the other report is required. **NOTE:** Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Restructuring Report Question #	Name of Other Report	Section of Other Report	Entity Requesting Report	Freq. Other Report is Required
John de la Howe School	I.B and I.C	Annual Accountability Report (14 pages)	Most if not all sections	Executive Budget Office	Annually
John de la Howe School	I.B, I.C; II. 3, 6 and 7; and V.	5-Year District/Agency Strategic Plan (45 pages)		Dept. of Education	Annually with annual updates required.
John de la Howe School	I.B, I.C; II. 3, 6 and 7; and V.	5-Year School Renewal Plan (45 pages)		Dept. of Education	Every 5 years. Requires annual review to prepare 5-Year District/Agency Strategic Plan required annually.
John de la Howe School	II. 8	Annual Agency Budget Request	Major Program Area Purpose	Executive Budget Office	Annually
John de la Howe School	V. A and V. B	Agency Head Measurement Objectives		Agency Head Salary Commission	Annually
John de la Howe School	V. A and V. B	Agency Head Evaluation		Agency Head Salary Commission	Annually

Agency Name: John de la Howe School
 Agency Code: L120
 Agency Section:

Historical Perspective Chart

INSTRUCTIONS: Please provide information about any restructuring or major changes in the agency's purpose or mission **during the last ten years**. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Year	Description of Restructuring that Occurred	Description of Major Change in Agency's Purpose or Mission
John de la Howe School	2010	Agreed to provide alternative school services for Abbeville District 60 under memorandum of agreement.	Furtheres the mission by serving day students with emotional and behavioral challenges, generating revenue to support costs of staffing for academic and therapeutic programs required for residential youth.
John de la Howe School	2011	Initiated Think:Kids cognitive-behavioral therapeutic intervention.	Furtheres the mission by improving therapeutic intervention and support for at-risk youth.
John de la Howe School	2013	Initiated BestNotes customer relationship management (CRM) database to document students' behavioral health.	Furtheres the mission and reporting capabilities by documenting students' behavioral health and progress with individual plan of care.
John de la Howe School	2013	Added Lead Clinical Therapist position.	Furtheres the mission by providing counseling to youth and leadership to therapists and staff to address the behavioral health needs of youth with emotional and behavioral challenges.
John de la Howe School	2014	Added online educational curriculum via Plato courseware.	Furtheres the mission by providing self-paced classroom instruction to aid youth who are often "over-age and under-credited" to recover needed credits and move toward grade-level ability.
John de la Howe School	2014	Introduced marketable skills program in education offerings.	Furtheres the mission by helping to prepare at-risk youth for jobs so they can be self-supporting as adults. Marketable skills add to the states' workforce development needs.
John de la Howe School	2015	Increased agricultural program via introduction of animal husbandry program.	Furtheres the mission by improving the educational and therapeutic benefits for at-risk youth living in a working farm environment while enhancing cost effectiveness of farm operations. Helps to develop marketable skills in at-risk youth.

Agency Name: John de la Howe School
Agency Code: L120
Agency Section:

Purpose/Mission/Vision Chart

INSTRUCTIONS: Provide information about the date the agency, in its current form, was initially created and the present purpose, mission and vision of the agency, with the date each were established in parenthesis. The Legal Standards Cross Reference column should link the purpose, mission and vision to the statutes, regulations and provisos listed in the Legal Standards Chart, which they satisfy.

Agency Submitting Report	Date Agency created	Purpose	Mission	Vision	Legal Standards Cross References
John de la Howe School	1918 via statute; 1797 via the will of Dr. John de la Howe	To “maintain and develop the school property [in McCormick County] in accordance with the purposes of the [1797] will of Dr. John De La Howe as interpreted by the Supreme Court of South Carolina”. . .and to “meet the needs of children from all of South Carolina who for some urgent reason need to be separated from their home or	To provide a safe haven for children to heal, grow and make lasting changes through counseling, education and a culture of care and personal development.	To be a state leader in delivering relevant and effective programs that advance behavioral healthcare, education and positive family relations for children and adolescents.	Purpose: 59-49-100 Mission: Board approved Vision: Board approved

Key Partner Agencies Chart

INSTRUCTIONS: List the names of the other state agencies which have the biggest impact on the agency's mission success (list a minimum of three); partnership arrangements established and performance measures routinely reviewed with the other entity. The Major Program Areas Cross References Column should link the Partner Agency to the major program area, in the Major Program Areas Chart, on which it has the biggest impact. **NOTE:** Responses are not limited to the number of rows below that have borders around them, please list all that are applicable and a minimum of three.

Agency Submitting Report	Agency w/ Impact on Mission Success	Partnership Arrangement Established	Performance Measures Routinely Reviewed Together	Major Program Areas Cross Reference
John de la Howe School	Dept. of Social Services	Licenses JDLHS residential facilities for care of youth; mandates staffing levels for 24/7 supervision of children/adolescents with moderate emotional and behavioral challenges; refers youth to JDLHS for residential care and participates in development of their individual plan of care. (Very few referrals in past 3 years. Outreach with new DSS director and senate oversight committee to increase DSS placements.) Responsible for investigating reports of child abuse or neglect; participates in JDLHS stakeholder meetings; and collaborates in planning and care for at-risk	Annual licensing of JDLHS facilities and periodic planned or surprise inspections of programs serving youth; case management review of youth placed by DSS with JDLHS.	III. Children's Services; IV. Support Services; II. Education
John de la Howe School	SC Dept. of Education	Ensures proper educational instruction is provided at JDLHS in accordance with state education laws and regulations; conducts accreditation reviews; provides technical assistance.	Annual School Report Card; periodic accreditation reviews; student progress posted to PowerSchool data system; compliance with relevant state and federal education laws, standards and curricula.	II. Education
John de la Howe School	Dept. of Mental Health	Refers children with emotional and behavioral needs who would benefit from JDLHS services; consults on needs of youth for counseling or other intervention and provides referrals; participates in JDLHS stakeholder meetings; and collaborates in planning and care for at-risk youth.	Case management notes on youth referred to or from JDLHS, as appropriate to individual youth or family.	III. Children's Services
John de la Howe School	Dept. of Health & Environmental Control (DHEC)	Contributes to the DSS licensing process for JDLHS residential facilities and ensures safe campus for students, staff, and visitors.	Routine inspection reports.	III Children's Services; IV Support Services

Agency Name: John de la Howe School
 Agency Code: L120

Key Partner Agencies Chart

John de la Howe School	State Fire Marshall	Ensures campus meets fire regulations and participates in DSS licensing process.	Annual fire safety review; periodic inspections.	III. Children's Services; IV. Support Services
John de la Howe School	State Procurement	Ensures cost-effective purchasing of goods and services.		I. Administration; IV Support Services
John de la Howe School	SC Executive Budget Office	Oversees cost-effective operation; prescribes format for submitting annual budget request; provides technical assistance.	Annual budget requests	I. Administration; IV Support Services
John de la Howe School	SC Human Resources & Development (HRD) and its Office of Human Resources (OHR)	Provides guidance on workforce hiring and oversight, salaries, annual EPMS employee reviews, equal employment opportunity (EOE) laws, and diversity training, and provides other assistance as requested.	Annual EOE review, periodic consults with OHR/HRD	I. Administration
John de la Howe School	Agency Head Salary Commission	Authorizes salary and prescribes process for annual review of agency head. Periodically engages consultants to review compensation for state agency heads.	Annual review of agency head; approval of salary requests.	I. Administration
John de la Howe School	SC Engineering Office	Reviews major construction and building projects.	Review of proposed projects as needed.	IV. Support Services; Capital Project
John de la Howe School	Dept. of Juvenile Justice (DJJ)	Refers youth to JDLHS for residential care and participates in development of their individual plan of care. (Very few referrals in past 3 years; starting to increase now.) Participates in JDLHS stakeholder meetings.	Case management review of youth placed by DJJ with JDLHS.	III. Children's Services; IV. Support Services; II. Education
John de la Howe School	OSHA	Ensures campus meets safety standards.	Inspects as needed.	III. Children's Services; IV. Support Services

INSTRUCTIONS: Provide information about the agency's key deliverables (i.e. products or services); primary methods by which these are delivered; and, as applicable, actions that may reduce the general public and/or other agencies initial or repetitive need for the deliverable. List each deliverable on a separate line. If there are multiple ways in which the deliverable is provided, list the deliverable multiple times with each delivery method on a separate line. In the "Three Greatest" column, indicate and rank the three most significant deliverables the agency brings to the people of South Carolina with #1 being the most significant. For the deliverables which are not one of three most significant, do not put anything in this column. The Major Program Areas Cross References Column should link the deliverable to the major program area, in the Major Program Areas Chart, within which that product or service is provided. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Deliverable (i.e. product or service)	Three Most Significant (#1, #2, #3)	Primary Method of Delivery	What can be done to reduce the general public and/or other agencies initial need for this deliverable? (i.e. preventive measures before the citizen or agency needs to come to the agency)	What can be done to reduce the general public and/or other agencies need to return for this deliverable? (i.e. preventive measures to ensure they do not need to come back to the agency for this service or product after already receiving it once)	If deliverable is identified as one of the three most significant, what would allow the agency to focus on it more?	Major Program Areas Cross Reference
John de la Howe School	1	Therapeutic counseling for at-risk children/adolescents ages 12-18 focused on improving social skills, positive family interaction and tolerance for educational requirements.	1	Develop and follow individualized plan of care for at-risk children/adolescents and their families.	Positive family functioning is challenged by conditions of poverty, work demands on parents' time, grandparents (often older single women) serving as primary caregivers, poor health of caregivers, and lack of parenting training. Children needing additional help with social skills, academic expectations or medical conditions place additional stresses on families, challenging their abilities to cope with the stress. These factors can result in abuse or neglect of the child and inappropriate and dysfunctional communications. Early identification of children in distress and interventions at the local level through mental health counseling, parenting training and other support services would help.	Early departure from the therapeutic residential services provided at John de la Howe does not solve the child's or family's problem. While difficult to enforce, having an agreement with parents when their child enters that program that a minimum amount of time in the program is required to bring about sustainable changes in functioning would help. Parents often see progress in their child's behavior and withdraw him/her before completing the individual plan of care. Once home, the child's behavior may deteriorate and the parent will request readmission. When parents seek early discharge of their child because of financial hardship, consideration could be given to waiving the required tuition.	Having funds to provide additional therapeutic staff and to allow them to make home visits to assess the child's living situation would assist in understanding the child and family dynamics and in the child's transition back to home community.	III. Children's Services, B. Behavioral Health
John de la Howe School	2	Residential care for at-risk children/adolescents ages 12-18.	2	Provide structured 24/7 residential care and supervision in a Level II facility for children/adolescents ages 12-18 (males and females) with moderate emotional and behavioral challenges. Agency is located on a working farm environment in rural McCormick County. A Wilderness Program is a component serving boys in grades 6-8.	The response above applies to this deliverable as well.	The response above applies to this deliverable as well.	Having funds to make needed repairs to cottages and funds for additional residential care staff would allow the agency to serve more children/adolescents. This would have the added benefit of lowering the cost-per-student analysis.	III. Children's Services, A. Residential Services
John de la Howe School	3	Educational services for at-risk residential students.	3	Provide instruction for at-risk students in grades 6-12 in alignment with SC standards. Schooling is provided onsite for grades 6-10. Youth in grades 11-12 attend McCormick High School. (If expelled from home schools in grades 11 or 12, then are served on campus through the Plato System.)	Early identification and support at local schools for children who are struggling to succeed in traditional classroom settings, coupled with support for family involvement and mental health care as indicated. Early childhood identification and support at community level for children who demonstrate emotional problems or behavioral challenges at home, school or in the community. JDLHS often sees 6th graders and higher referred with histories showing classroom challenges since kindergarten.	The response above applies to this deliverable as well.	Reducing the frequency and number of changes to curricula, student testing, and evaluation programs for teachers and principal. Eliminating the requirement for a dual evaluation process for teachers, one required by the Dept. of Education accreditation process and one required by the state EPMS.	II. Education
John de la Howe School	4	Support and parenting training for families of at-risk children/adolescents.		Involve parents and guardians of at-risk children/adolescents in counseling, parenting training and plans for child to transition back to home and	The response above applies to this deliverable as well.	The response above applies to this deliverable as well.		III. Children's Services, B. Behavioral Health
John de la Howe School	5	Educational services for Abbeville alternative education day students.		Provide instruction for students in grades 6-12 in alignment with SC standards for Abbeville County alternative students through a memorandum of agreement.	Abbeville District 60 could provide its own alternative education program; however, the current agreement is mutually beneficial and cost-effective.	Adequate supports in Abbeville District 60 and at home for youth transitioning back to their local schools to be successful in those environments.		II. Education; III. Children's Services, B. Behavioral Health

Key Customers Chart

INSTRUCTIONS: Provide information about the key customer segments identified by the agency and each segment's key requirements/expectations. A customer is defined as an actual or potential user of the agency's deliverables. Please be as specific as possible in describing the separate customer segments (i.e. do not simply put "public.") The Deliverables Cross References column should link customer groups to the deliverable listed in the Key Deliverables Chart, which they utilize. **NOTE:** Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Customer Segments	Requirements/Expectations	Deliverables Cross References
John de la Howe School	1	Residential Youth: Children/adolescents ages 12-18 in the state of SC with moderate emotional and behavioral challenges who are experiencing trauma, abuse, neglect, failure or truancy at school or other situation needing temporary separation from their home, school or community environment. Most youth served are academically "over age and under-credited."	At time of application, age 12-17, an SC resident for at least one year, and one year in an SC school district. Males and females accepted. Referred by parents/guardians, school districts, DMH, DSS, DJJ, or courts. Children in residential care require an array of support services, including supervision at DSS-mandated staffing ratios, shelter, food and nutrition, medical attention, medication supervision, diploma-track education services, sports and recreational activities, and opportunities to develop to their full potential. JDLHS offers the only public school in SC that accepts students expelled from other districts.	Items 1, 2, 3
John de la Howe School	2	Parents of at-risk youth enrolled at JDLHS	Required to participate in counseling, parenting training and meetings to promote their child's individual plan of care. Retain responsibility for clothing and medical care of child and assist with transportation to and from campus.	Items 1, 4
John de la Howe School	3	Day Students: Children/adolescents ages 12-18 assigned by the Abbeville District 60 to attend classes as day students at JDLHS for alternative education.	Per MOA, at-risk youth assigned by Abbeville Dist. 60 require diploma-track alternative education classes 5 days per week, meals (breakfast and lunch), therapeutic counseling including parents/guardians, and access to medical attention, medication supervision, diploma-track education services, sports and recreational activities, and opportunities to develop to their full potential.	Items 1, 5
John de la Howe School	4	School Districts throughout South Carolina	Provide student records to JDLHS. School districts expect returning students to have improved behavior and to perform grade-level work to the extent possible. While the most likely referral source, traditional school districts rarely transfer students to JDLHS because of the requirement to compensate the receiving school district. Parents, therefore, become the primary referral source of youth to JDLHS.	Items 1, 2, 3, 4, 5

Agency Name: John de la Howe School
Agency Code: L120

Key Customers Chart

John de la Howe School	5	Dept. of Social Services (DSS)	Licenses JDLHS residential facilities for care of youth; mandates staffing levels for 24/7 supervision of children/adolescents with moderate emotional and behavioral challenges; refers youth to JDLHS for residential care and participates in development of their individual plan of care; responsible for investigating reports of child abuse or neglect; participates in JDLHS stakeholder meetings; and collaborates in planning and care for at-risk youth.	Items 1, 2, 3, 4
John de la Howe School	6	Dept. of Mental Health (DMH)	Refers children with emotional and behavioral needs who would benefit from JDLHS services; consults on needs of youth for counseling or other intervention and provides referrals; participates in JDLHS stakeholder meetings; and collaborates in planning and care for at-risk	Items 1, 2, 3, 4
	7	Dept. of Juvenile Justice (DJJ)	JDLHS welcomes appropriate referrals of children with emotional and behavioral needs who would benefit from JDLHS services and not disrupt services to other youth. Referrals in recent years have been sparse but are beginning to increase. DJJ consults on needs of youth placed by DJJ for counseling or other intervention and provides referrals for other services; participates in JDLHS stakeholder meetings; and collaborates in planning and care for at-risk youth.	Items 1, 2, 3, 4

INSTRUCTIONS: Provide information about the agency's key stakeholder groups and their key requirements and expectations. A stakeholder is defined as a person, group or organization that has interest or concern in an agency. Stakeholders can affect or be affected by the agency's actions, objectives and policies. Please be as specific as possible in describing the separate stakeholder groups (i.e. please do not simply put "the public.") The Deliverables Cross References column should link stakeholder groups to the deliverable, listed in the Key Deliverables Chart, for which they group has the most interest or concern. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Stakeholder Group	Requirements/Expectations	Deliverables Cross References
John de la Howe School	1	Parents	Vested in improved family functioning and child's success in school and social life.	Item 4
John de la Howe School	2	McCormick County	JDLHS is major contributor to county's economic base. Agency predated development of McCormick and is part of the fabric and cultural heritage of the community.	Item 2
John de la Howe School	3	McCormick County Children's Home	Nonprofit agency leasing building they rehabbed on JDLHS campus 11 years ago to provide Level I congregate care to children from throughout the state needing temporary care and placed by DSS. Vested interest in having JDLHS not be under DJJ control as it would affect their licensing and require them to acquire new property, for which they have no funds.	Item 2
John de la Howe School	4	All SC School Districts	Valued as the only public school in the state that accepts expelled students. Exchange student records and assist with student transition to and from JDLHS.	
John de la Howe School	5	JDLHS Alumni	The Alumni Association sponsors fundraising activities to benefit the agency and provides enrichment activities for youth in care. Representatives serve on the JDLHS Foundation Board and participated in the agency head selection process in 2014. The Association is largely comprised of individuals who lived at JDLH for 5-10 years, fondly recall its days as an orphanage, and consider their classmates as family. They understand laws have changed to support family and kinship care in local communities but often express a desire for a return to yesterday. They oppose efforts to convert the property to a DJJ facility, and they are strong advocates for adequate funding to repair crumbling facilities.	Item 2
John de la Howe School	6	JDLHS Foundation	The nonprofit JDLHS Foundation makes outreach presentations, sponsors fundraising events, secures grants and donates funds to promote the welfare of the children in care.	Item 2
John de la Howe School	7	Dept. of Social Services (DSS)	Licenses JDLHS facilities; occasionally places youth for residential care and coordinates family reunification with child and court. Participates in stakeholder planning meetings and participated in selection process for new agency head in 2014.	Item 1, 2, 3, 4
John de la Howe School	8	Dept. of Mental Health (DMH)	Refers children with emotional and behavioral needs who would benefit from JDLHS services; consults on needs of youth for counseling or other intervention and provides referrals; participates in JDLHS stakeholder meetings; and collaborates in planning and care for at-risk youth.	Item 1, 2, 3, 4
John de la Howe School	9	Dept. of Education (SDE)	In addition to key partner agency roles, has vested interest in success of JDLHS as a resource for SC students who are expelled from local schools and who need support with emotional and behavioral challenges.	Item 1, 2, 3, 4
John de la Howe School	10	Dept. of Juvenile Justice (DJJ)	In addition to key partner agency roles, has expressed recent renewed interest in placing appropriate youth with JDLHS to prevent delinquent behaviors or as a diversion from detention in a juvenile facility. Regional representative participates in stakeholder planning meetings.	Item 1, 2, 3, 4
John de la Howe School	11	McCormick County Schools	Provides instruction for JDLHS youth in grades 11-12 and issues diplomas for graduating 12th graders; collaborates in planning and service coordination.	Item 3
John de la Howe School	12	Abbeville District 60 Alternative Education	Per MOA, JDLHS serves as alternative education program for at-risk youth from Abbeville Dist. 60. Representatives participate in planning and coordination of services.	Item 1, 3, 4, 5
John de la Howe School	13	Self Family Foundation, Greenwood	Provides periodic grant support for student enrichment activities. Representative participates in stakeholder planning meetings.	Item 1, 2, 3, 4
John de la Howe School	14	Clemson University Extension Services	Provides support services for agricultural and farming activities, including youth interaction.	Item 2, 3

Key Stakeholder Chart

John de la Howe School	14	Dept. of Health & Environmental Control (DHEC)	Participates with DSS in licensing of facilities. Local representative participates in stakeholder planning meetings.	Item 2
John de la Howe School	15	Cornerstone	Provides alcohol and drug intervention services and referrals. Local representative participates in stakeholder planning meetings.	Item 1
John de la Howe School	16	Rep. Anne Parks	Along with other local delegation members (Sens. Nicholson and Massey), understands the economic importance of JDLHS to McCormick County and supports maintaining it as provided in the enabling legislation and will of Dr. John de la Howe. Participates in stakeholder planning meetings and helps with campus cleanup and beautification.	Item 1, 2, 3, 4, 5
John de la Howe School	17	McCormick Co. Sheriff's Dept.	Facilitates hiring and resources for school resource officer (pending); coordinates county security; offers guidance and safety education to students. A deputy resides on campus to provide a law enforcement presence.	Item 2, 3
John de la Howe School	18	Town of McCormick	Under leadership of the Mayor and Chief of Police, provide a welcoming environment for youth served by JDLHS. Representatives participate in stakeholder planning meetings.	Item 2
John de la Howe School	19	McCormick Arts Council (MACK)	With grant funding, provides art enrichment programs and conducts social etiquette classes for students.	Item 1, 2, 3
John de la Howe School	20	Habitat for Humanity/Savannah Lakes Village, McCormick	A team of volunteers provides weekly construction assistance in Wilderness Program, mentoring youth and donating substantial time and materials. Transitioning from Habitat for Humanity to dedicated group of volunteers from Savannah Lakes Village.	Item 1, 2, 3
John de la Howe School	21	McCormick Co. Chamber of Commerce	Provides information to businesses, residents and visitors about JDLHS and promotes awareness of needs of JDLHS.	Item 1, 2, 3
John de la Howe School	22+	McCormick area churches, service clubs and volunteers	Raise funds throughout the year to benefit JDLHS youth programs. Participate in enrichment activities for youth and host activities honoring students and supporting family and community engagement.	Item 1, 2, 3

INSTRUCTIONS: Provide information about the body that oversees the agency and to whom the agency head reports including what the overseeing body is (i.e. board, commission, etc.); total number of individuals on the body; whether the individuals are elected or appointed; who elects or appoints the individuals; the length of term for each individual; whether there are any limitations on the total number of terms an individual can serve; whether there are any limitations on the number of consecutive terms an individual can serve; and any other requirements or nuances about the body which the agency believes is relevant to understanding how the agency performs and its results.

Agency Submitting Report	Type of Body (i.e. Board, Commission, etc.)	# of Times per Year Body Meets	Total # of Individuals on the Body	Are Individuals Elected or Appointed?	Who Elects or Appoints?	Length of Term	Limitations on Total Number of Terms	Limitations on Consecutive Number of Terms	Challenges imposed or that Agency staff and the Body have faced based on the structure of the overseeing body	Other Pertinent Information
John de la Howe School	Board of Trustees	4 required; additional meetings called as needed. Board met 14 times during 2014.	9 board positions per statute; 8 currently filled.	Appointed	Governor	5 years, but trustees filling vacant positions may be assigned shorter terms to adhere to rotation. (Process handled by Gov.'s Office.)	None specified	None specified	Questions on the independent status of this small agency have been periodically raised, and suggestions have been made to place the agency under DJJ or to consider other options.	The 1918 enabling legislation (59-49-10 thru 130) memorializes the 1797 will of Dr. John de la Howe granting his property to provide care and schooling for needy children and that the resources of the property shall be used for the care of the children and the development of the school. This statute also memorializes that the will has been upheld by the SC Supreme Court. To date, no viable option for consolidation has been presented that protects the legal stewardship responsibility of the Board of Trustees to ensure the provisions of the will are carried out.

Overseeing Body - Individual Members Chart

INSTRUCTIONS: Provide information about the individual members on the body that oversees the agency including their name, contact information, length of time on the body, profession and whether they are a Senator or House Member. The Major Program Areas Cross References Column should link the individual to the major program area, in the Major Program Areas Chart, in which the individual has a particular influence, if any, by way of serving on a subcommittee within the body, task force, etc. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Name of Individual on Body	Contact Information	Profession	Date First Started Serving on the Body	Last Date Served on the Body	Length of Time on the Body (in years)	Senator or House Member? (put Senate or House)	Major Program Areas Cross Reference
John de la Howe School	Barbara Devinney, J.D. Board Chair	170 Tara Drive McCormick, SC 29835	Retired social services manager	6/27/2013	current	1.75 yrs.		All
John de la Howe School	Donna Moore Wesby Board Vice Chair	112 Indian Creek Trail Aiken, SC 29803	TV & radio host of Education Matters	6/27/2013	current	1.75 yrs.		All
John de la Howe School	Felicia S. Preston. Esq. Board Secretary	Parker Poe Law Office 1201 Main St., #1450 Columbia, SC 29201	Business attorney	6/27/2013	current	1.75 yrs.		All
John de la Howe School	Steven E. Lize, Ph.D.	15 Tindal Ridge Point Irmo, SC 29063	Research Professor of Social Work	6/14/2014	current	1.75 yrs		All
John de la Howe School	Thomas R. Love	233 Moss Ave McCormick, SC 29835	Vounteer fire chief; former JDLH employee	4/16/2014	current	1 yr.		All
John de la Howe School	Patricia Silva	1726 Carolina Dr. SW Aiken, SC 29801	Director of Special Education	2/19/2014	current	1 yr.		All
John de la Howe School	Daniel B. Shonka	121 Springdale Court Central, SC 29630	Retired teacher and coach	4/16/2014	current	1 yr.		All
John de la Howe School	Melissa A. Tilden	114 Sherwood Drive Laurens, SC 29360	Teacher's aide; substitute French teacher	2/4/2015	current	0 - new		All

INSTRUCTIONS: Provide information about the agency's Major Program Areas as those are defined in the Appropriations Act. When completing columns B - K, the agency can copy and paste the information the agency submitted in the Program Template of the FY 2013-14 Accountability Report, just make sure of the following:

a) List only the programs that comprise at least 80% of the total budget and include the % of total budget. The remainder of the programs should be "listed ONLY" in the box labeled "Remainder of Programs", with those program expenditures detailed in the box labeled "Remainder of Expenditures." If the agency has trouble understanding what is requested, refer to the 2012-13 Accountability Report, Section II, number 11.

b) The "Associated Objective(s)" column in the Program Template of the FY 2-13-14 Accountability report has been changed to "Key Performance Measures Cross References." The Key Performance Measures Cross References column should link major programs to charts/graphs in the Key Performance Measurement Processes Section (ex. Chart 5.2-1 or Graph 5.2-2). If the agency has trouble understanding what is requested, refer to the 2012-13 Accountability Report, Section II, number 11; and

c) An additional column, titled "Legal Standards Cross References," has been added at the end. The Legal Standards Cross Reference column should link major programs to the statutes, regulations and provisos listed in the Laws Section of this report, which they satisfy.

Included below is an example, with a partial list of past Major Program Areas from the Department of Transportation. The example does not include information in the columns under expenditures, key performance measures cross reference,

Note:

-Key Performance Measures Cross References Column links major programs to the charts/graphs in the Key Performance Measurement Processes Section of the Restructuring Report.
-Legal Standards Cross References Column links major programs to the statutes, regulations and provisos they satisfy which are listed in the Laws Section of the Restructuring Report.

Agency Submitting Report	Program/Title	Purpose	FY 2012-13 Expenditures				FY 2013-14 Expenditures				Key Performance Measures Cross Reference	Legal Standards Cross References
			General	Other	Federal	TOTAL	General	Other	Federal	TOTAL		
John de la Howe School	I. Administration and Personal Service Superintendent	Provides executive leadership and policy governance for the agency, fiscal, human resource, advancement and development and procurement services as well as overall strategic direction.	5.67%	0.59%	0.00%	5.22%	4.84%	3.06%		4.49%	Item 1, 2, 3, 4, 5	Item 1, 11, 12
John de la Howe School	II. Education	Accredited school providing middle through high school educational services to students in a residential treatment setting.	15.68%	60.72%	-0.06%	18.94%	7.92%	32.26%		12.68%	Item 1, 2, 3, 4, 5	Item 1, 2, 3, 7, 8
John de la Howe School	III. Children's Services / Student & Family Services	Provides for the overall student safety and security, therapeutic counseling for students and families and mental and general healthcare.									Item 1, 2, 3, 4, 5	Item 1, 2, 6, 10
	III.A. Residential Services		24.98%	5.70%	13.51%	23.38%	16.84%	13.39%		16.17%		
	III.B. Behavioral Health		5.73%	6.92%		5.76%	5.25%	4.04%		5.01%		
	III.C. Experimental Learning		2.13%	1.77%		2.08%	3.04%	3.12%		3.05%		
	III. D. Wilderness Camp		5.39%	2.57%		5.11%	33.61%	25.81%		32.09%		
John de la Howe School	IV. Support Services / Business Operations	Maintenance of physical plant including facilities and grounds to established standards/code. Fleet management, Food Service operations, and Housekeeping.	13.84%	2.02%	86.56%	13.77%	9.02%	14.39%		10.07%	Item 1, 2, 3, 4	Item 1, 2
John de la Howe School	V. Employee Benefits	Ensures that staff are fully compensated for services provided.	17.20%	19.71%	-0.01%	17.19%	19.48%	3.93%		16.44%	Item 4	Item 8, 9
John de la Howe School	Capital project	Repair to Cafeteria Roof and Plumbing	9.38%	0.00%		8.55%	0.00%	0.00%		0.00%	Item 1, 2, 3, 4, 5	Item 1
			100.00%	#	100.00%	100.00%	#	100.00%	0.00%	100.00%		

INSTRUCTIONS: List all state and federal statutes, regulations and provisos that apply to the agency ("Laws") and a summary of the statutory requirement and/or authority granted in the particular Law listed. Included below is an example, with a partial list of Laws which apply to the Department of Juvenile Justice and Department of Transportation. The agency will see that a statute should be listed again on a separate line for each year there was an amendment to it. Please delete the example information before submitting this chart in final form. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Statute/Regulation /Provisos	State or Federal	Summary of Statutory Requirement and/or Authority Granted
John de la Howe School	1	59-49-10 thru 130	State	Establishes the John de la Howe School to provide care and schooling for needy children and states the business, property, and affairs of the school must be under the control of board of trustees. This 1918 enabling legislation memorializes the 1797 will of Dr. John de la Howe granting his property for said use and that the resources of the property shall be used for the care of the children and the development of the school; that memorializes that the will has been upheld by the SC Supreme Court; and that authorizes the board of trustees to hire a superintendent to implement programs to meet the needs of children from all of South Carolina who for some urgent reason need to be separated from their home or community. (The property was originally in Abbeville County but is now in McCormick County due to boundary changes.)
John de la Howe School	2	R.114-590	State	DSS licensing regulations of residential group care organizations for children, carried out by Dept. of Social Services (DSS) to license JDLHS facilities.
John de la Howe School	3	59-1-10 et seq.	State	SC School Code focusing on requirements for traditional county school districts, some of whose provisions apply to JDLHS and some of which do not. Section 59-1-30 calls for liberal construction of sections so that general purpose of entire code may be advanced.
John de la Howe School	4	R.45-50 et seq.	State	SC education regulations focusing on requirements for traditional county school districts, some of whose provisions apply to JDLHS and some of which do not. See attached Monitoring Instruments identifying some regulations included in SDE accreditation review of JDLHS,
John de la Howe School	5	R.114-590 (C)(2)(h)(ii)	State	DSS licensing regulation that mandates staff-to-child ratio for facilities providing therapeutic services, requiring 1 staff for every 8 children during the day and a 1-to-10 ratio at night.
John de la Howe School	6	63-19-360(5)	State	[Applies to certain youth placed at JDLHS by DJJ.] DJJ statute requiring that staff on duty must be sufficient to provide for a juvenile-staff ratio adequate for custody, control, and supervision. Requires a minimum of two juvenile custodial officers on duty each shift, fully dressed, awake, and alert.
John de la Howe School	7	Proviso 7.21 (2014-2015)	State	Authorizes carryforward of unexpended Status Offender funds from Dept. of Education.
John de la Howe School	8	Proviso 7.2 (2014-2015 & previous)	State	Authorizes leasing of residences on campus to employees.
John de la Howe School	9	Proviso 7.3 (2014-2015)	State	Authorizes carryforward into current fiscal year the amount of deferred salaries and employer contributions earned in prior fiscal year for non-twelve month employees.
John de la Howe School	10	Proviso 7.4 (2014-2015 & previous)	State	Requires funds to be used to complete deferred maintenance on the residential cottages and to bring the school up to full capacity, to the extent possible.

Agency Name: John de la Howe School
Agency Code: L120

Legal Standards Chart

John de la Howe School	11	Proviso 7.5 (2014-2015 & previous)	State	Authorizes Supt. of Education to appoint a COO for a 4-month period to provide technical assistance; requires Board to submit plan by 10/1/14, to include response to Inspector General review, and to submit quarterly progress reports. Governor's 2015-16 Budget indicates items completed.
John de la Howe School	12	Proviso 1.8 (2014-15 & previous)	State	Requires local school districts that transfer students to JDLHS to compensate the agency. This creates a disincentive for local school districts to refer at-risk students to JDLHS who would benefit from the services provided. In practice, local districts seldom use transfer process and instead offer parents a list of potential options.
John de la Howe School	13	Proviso 117.15 (2014-2015 & previous)	State	Provides allowance for residences and compensation restrictions that apply to staff agency head of JDLHS.

INSTRUCTIONS: List all reports, if any, the agency is required to submit to a legislative entity. Beside each include the following under the appropriate column: a) Name of the report; b) Legislative entity that requires the report; c) Law(s) that require the agency to provide the report; d) Stated legislative intent (from legislative entity, statute, regulation or other source) in providing the report; e) Frequency with which the report is required (i.e. annually, monthly, etc.); f) Approximate year the agency first started providing the report; g) Approximate cost to complete the report and any positive results from completing and submitting the report; and h) Method by which the agency receives, completes and submits the report (i.e. receive via emailed word document; log into or open program, enter data and click submit; etc.). Included below are examples of reports the agency may have to submit. The example does not include information in the columns under # of staff needed to complete the report; approx. total amount of time to complete the report and approx. total cost to complete the report, however the agency must complete these columns when submitting this chart in final form. Please delete the example figures before submitting this chart in final form, unless it applies to the agency, in which case ensure the information about those reports is complete. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Report Name	Legislative Entity Requesting Report	Law Requiring Report	Stated Intent of Report	Year First Required to Complete Report	Reporting Freq.	# of Days in which to Complete Report	Month Report Template is Received by Agency	Month Agency is Required to Submit the Report	Cost to Complete Report			Positive Results of Reporting	Method in which Report Template is Sent to Agency (i.e. via email; receive notice that it is available online; etc.)	Format in which Report Template is Sent to Agency	Method in which Agency Submits Completed Report (i.e. email; mail; click submit on web based form; etc.)	Format in which Agency Submits Completed Report (word, excel; web based form; etc.)
											# of Staff Members Needed to Complete Report	Approx. Total Amount of time to Complete Report	Approx. total Cost to Agency to Complete (considering staff time, etc.)					
John de la Howe School	1	Restructuring Report	House Legislative Oversight Committee	1-30-10(G)(1)	Increased Efficiency	2015	Annually	28	February	March	18 (10 staff + 8 volunteer Board Members)	241 hours, including 152 volunteer board hours for input, drafting and review	\$9,228, including board volunteer time valued at \$6,232	TBD	Email and Hardcopy	Word and Excel	Email and Hardcopy	Word and Excel
John de la Howe School	2	Progress Reports	General Assembly final authorized budget	Proviso 7.5 of 2014-15 session	Progress in addressing enrollment and accreditation under new agency leadership.	2014	Quarterly	90	N/A	N/A	6 (5 staff + volunteer Board Chair)	140 hours per year (35 hours per report)	\$5,316, including board volunteer time valued at \$902	TBD	N/A	No template.	Email and Hardcopy	Word
John de la Howe School	3	Response on Proviso 7.5	General Assembly final authorized budget	Proviso 7.5 of 2014-15 session	Response to Inspector General's review; assessment of administrative practices; comparison of costs for private company to provide technology and facilities management.	2014	Once - Oct. 2014	90	N/A	N/A	6 (5 staff + volunteer Board Chair)	72 hours	\$2,802, including board volunteer time valued at \$2,050	TBD	N/A	No template.	Email and Hardcopy	Word

Note: All audits are not the result of suspicious activity or alleged improper actions. Often times regular audits are required by statute regulation or an agency's standard operating procedure simply as a method of ensuring operations are staying on track.

[illegible]

INSTRUCTIONS: List the name of all personnel at the agency who were consulted or performed work to obtain the information utilized when answering the questions in these reports, their title and their specific role in answering the question (i.e. searched the agency documents, asked for information because they are in charge of the department, etc.) Please delete the example information and instructions row before submitting this chart in final form. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Name	Phone	Email	Department/Division	Title	Question	Role in Answering Question
John de la Howe School	Dr. Danny Webb	864-391-0414	danny.webb@delahowe.k12.sc.us	Administration	President	All	Reviewed all report guidelines, held meetings with executive team and board chair in planning and reviewing report; consulted with LOC staff; researched laws, met with attorney; contributed to drafting report; reviewed drafts with Board of Trustees.
John de la Howe School	Barbara Devinney, JD	864-391-2744	bdevinney@wctel.net	Board of Trustees	Board Chair	All	Reviewed all report guidelines, met with agency head and executive team in planning report; consulted with LOC staff; researched laws, met with attorney; contributed to drafting report; reviewed drafts with Board of Trustees.
John de la Howe School	Steve Lize, Ph.D.	803-777-0939	steve.lize@sc.edu	Board of Trustees	Board Member	All	Reviewed all report guidelines, conferred with agency head and board chair; contributed to drafting and reviewing documents; reviewed drafts with Board of Trustees.
John de la Howe School	Viola R. Faust	864-391-0418	viola.faust@delahowe.k12.sc.us	Business Operations	Director	All	Reviewed all report guidelines, participated in meetings with executive team, provided Major Program Areas chart data; contributed to drafting and reviewing report; assisted with printing documents for board and key staff review.
John de la Howe School	Jonathan Rose	864-391-0426	jonathan.rose@delahowe.k12.sc.us	Educational Services	Principal	All	Reviewed all report guidelines, participated in meetings with executive team, provided school data, contributed to drafting and reviewing report.
John de la Howe School	Dan Branyon	864-391-0424	branyon.dan@delahowe.k12.sc.us	Advancement and Development	Director	All	Reviewed all report guidelines, participated in meetings with executive team, contributed to drafting and reviewing report.
John de la Howe School	James Franklin	864-391-0452	james.franklin@delahowe.k12.sc.us	Educational Services	Consulting Superintendent	All	Reviewed all report guidelines, participated in meetings with executive team, contributed to drafting and reviewing report.
John de la Howe School	April Coley	864-391-0512	april.coley@delahowe.k12.sc.us	Behavioral Health Services	Lead Clinical Therapist	All	Reviewed report guidelines, participated in meetings with executive team, contributed to drafting and reviewing report.

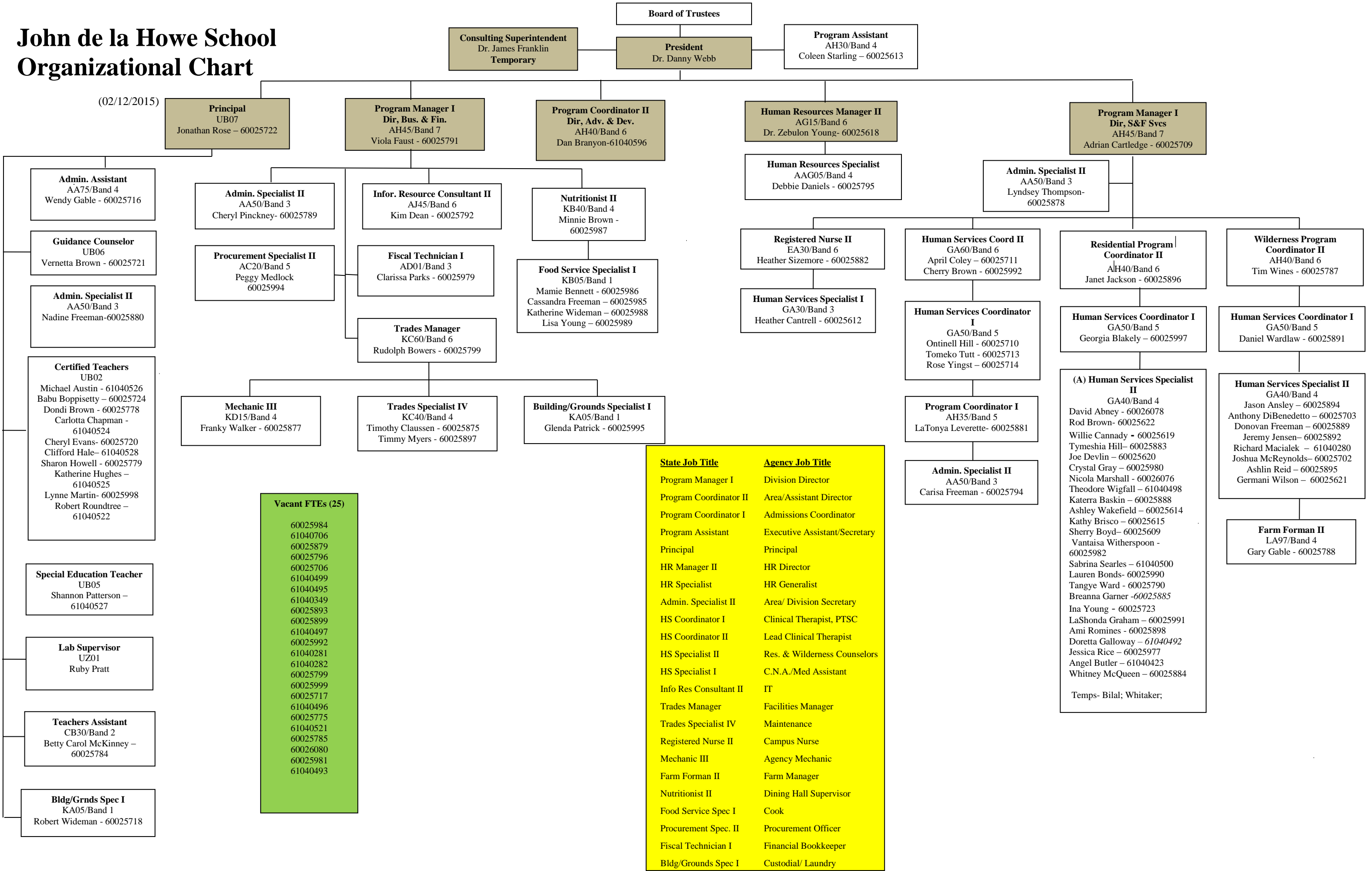
Agency Name: John de la Howe School
 Agency Code: L120

Personnel Involved Chart

John de la Howe School	LaTonya Leverette	864-391-0417	latonya.leverette@delahowe.k12.sc.us	Admissions	Admissions Coordinator	All	Reviewed report guidelines, participated in meetings with executive team, contributed to drafting and reviewing report.
John de la Howe School	Janet Jackson	864-391-0501	janet.jackson@delahowe.k12.sc.us	Student & Family Services	Interim Director	All	Reviewed report guidelines, participated in meetings with executive team, contributed to drafting and reviewing report.
John de la Howe School	Zebulon Young	864-391-0430	zebulon.young@delahowe.k12.sc.us	Human Resources	Director	All	Reviewed all report guidelines, participated in meetings with executive team, contributed to drafting and reviewing report.
John de la Howe School	Coleen Starling	864-391-0414	coleen.starling@delahowe.k12.sc.us	Administration	Executive Administrative Assistant	All	Researched files and typed charts: Overseeing Body; Key Stakeholders; Personnel Involved.
John de la Howe School	Members of Board of Trustees			Board of Trustees		All	Reviewed and discussed draft report documents.

John de la Howe School

Organizational Chart



John de la Howe Status Report

November 19, 2014

Totals are for the Fiscal Year July 1 – June 30 th	2009-10	2010-11	2011-12	2012-13	2013-14
Numbers do not include Abbeville Day Students					
Returning Students (First Day of School Year)	44	45	43	55	54
Total Accepted Placements	81	68	133	67	66
Total New Placements (Actual Enrollments)	70	68	135	67	66
Total Served During the Year	114	113	178	122	113
Total Discharged	69	70	74	68	49
Total Applications Pending First Day of Year (Fiscal Year) Pending Application Totals should be added with Total Applications Received to equal Total Applications Received	23	35	34	38	31
Total Applications Received	314	269	301	239	230
Total Applications (Fiscal Year)	337	304	335	277	261
Total Applications Rejected (Inappropriate or Incomplete)	133	102	91	75	86
Total Cottages Open (Reduction in staff due to major budget cuts necessitated reduction in residential students from previous year)	6	6	7	7	7
Total Cottages Licensed by DSS	12	12	7	10	9
Total Wilderness Camps Open/Licensed by DSS	2	2	2	2	2
Abbeville Day Students (NOT included in total served)			22	14	27

It should be noted that the enrollment at John de la Howe **is constantly changing** based upon students completing treatment goals. Numbers are based upon a 1:8 staff to student ratio (mandated by DSS). Please note at the beginning of the school year, numbers are normally lower and the census increases throughout out the school year.

Laws

(Study Step 1: Agency Legal Directives, Plan and Resources)

Agency Responding	John de la Howe School
Date of Submission	31-Mar-17

Note: Delete any rows not needed; Add any additional rows needed

Item #	Law Number	Jurisdiction	Type of Law	Statutory Requirement and/or Authority Granted	Does this law specify who the agency must serve? (Y/N)	Does this law specify a deliverable the agency must or may provide? (Y/N)
1	7.6	State	Proviso	John de la Howe Board to work with advisory group to develop recommendation for an educational, vocation and life skills training program for older youth	Yes	Yes
2	59-49-10	State	Statute	John de la Howe School established in accordance with purposes of JDLH will	Yes	Yes
3	59-49-20	State	Statute	School to be governed by board appointed by Governor	No	No
4	59-49-30	State	Statute	Trustees required to attend at least one meeting a year	No	No
5	59-49-40	State	Statute	Board to meet at least quarterly and at least once a year at school	No	No
6	59-49-60	State	Statute	Trustees to receive per diem and mileage as provided by state law	Yes	Yes
7	59-49-70	State	Statute	School declared a body corporate and powers defined	No	No
8	59-49-80	State	Statute	Board shall elect Superintendent to lead agency	No	No
9	59-49-90	State	Statute	Board, Superintendent subject to oath; Superintendent to execute bond	No	No
10	59-49-100	State	Statute	Purpose of John de la Howe School to carry out wishes of will of Dr. de la Howe	Yes	Yes
11	59-49-110	State	Statute	Trustees empowered to improve school's forestry and farm practices	No	Yes
12	59-49-120	State	Statute	Estate of Dr. de la Howe appropriated for support of school	Yes	Yes
13	59-49-130	State	Statute	School may used all money received through Clark's Hill Project	No	Yes
14	59-49-140	State	Statute	Trustees set rules, regulations for governance of school	No	No
15	59-49-150	State	Statute	Families of students who can pay for their care in full or part	No	No
16	94-142	Federal	Statute	All children with disabilities guaranteed free public education	Yes	Yes

(Study Step 1: Agency Legal Directives, Plan and Resources)

Note: Delete any rows not needed; Add any additional rows needed

[illegible]

Deliverables

(Study Step 1: Agency Legal Directives, Plan and Resources)

[illegible]

Deliverables

(Study Step 1: Agency Legal Directives, Plan and Resources)

[illegible]

(Study Step 1: Agency Legal Directives, Plan and Resources)

Did the agency have an exit interview and/or survey, evaluation, etc. when employees left the agency in 2013-14; 2014-15; or 2015-16? (Y/N)	Yes
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Note: Delete any rows not needed; Add any additional rows needed

[illegible]

Organizational Units

(Study Step 1: Agency Legal Directives, Plan and Resources)

[illegible]

Strategic Spending (2015-16)
(Study Step 1: Agency Legal Directives, Plan and Resources)

Agency Responding	John de la Howe School
Date of Submission	

Note: The details are requested to avoid agencies "arbitrarily" assigning numbers.

Line #

1	Does the agency have any money that is not tracked through SCEIS? (Y/N) (If yes, please outline further by responding to Line 15 under Part B1)	No
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PART A1 - Cash Balances and Revenue Generated

--> The amounts below relate to the agency's cash.

--> The Committee understands the (a) agency is only permitted to spend amounts appropriated or authorized, which is addressed in Part A2; and (b) agency may have more cash than it is permitted to spend.

Line #

Funding Source	Total			
2 Funding Source (if funding sources are combined, do not combine recurring with one-time)	n/a	n/a		
3 2014-15 Total revenue generated	\$563,079	n/a		
4 2015-16 Total revenue generated	\$742,782	n/a		
5 Fund # and Description (Expendable Level - 8 digit) (full set of financials available for each through SCEIS)	n/a	n/a		

Cash Balances	Total			
6 Fund # and Description (Expendable Level - 8 digit) (full set of financials available for each through SCEIS)	n/a	n/a		
7 Cash balance as of June 30, 2015 (end of FY 2014-15)	\$1,688,037	n/a		
8 Cash balance as of June 30, 2016 (end of FY 2015-16)	\$1,158,191	n/a		

PART A2 - Funds Appropriated and Authorized for 2015-16 (i.e. Allowed to spend)

--> The Committee understands the agency may be appropriated or authorized to spend additional money during the year.

Line #

Funding Source				
9 Funding Source	n/a	n/a	0	0
10 Recurring or one-time?	n/a	n/a		

Appropriation and Authorization Details

	Totals - Start of year	Totals - End of year	End of Year	End of Year
11 Amounts appropriated, and amounts authorized, to the agency for 2014-15 that were not spent AND the agency can spend in 2015-16	\$944,082			
12 Amounts appropriated, and amounts authorized, to the agency for 2015-16	\$7,080,709			
13 Total Appropriated and Authorized (i.e. allowed to spend)	\$7,387,503		\$0	\$0

Strategic Spending (2015-16)
(Study Step 1: Agency Legal Directives, Plan and Resources)

PART B1 - Utilization of Funds in 2015-16

--> The Committee understands amount the agency budgeted and spent per objective are estimates from the agency. The information is acceptable as long as the agency has a logical basis, which the Committee may ask the agency to explain, as to how it reached the numbers it provided.

Line #	Funding Source	Totals			
14	Funding Source	n/a	n/a	0	0
15	Database(s) through which expenditures are tracked (See instructions for further details)	n/a	n/a		
16	Recurring or one-time?	n/a	n/a	0	0
17	External restrictions (from state or federal government, grant issuer, etc.), if any, on how the agency can use the money from each funding source	n/a	n/a		
18	State Funded Program # and Description	n/a	n/a		

19	Current Objectives	Totals Planned to Utilize - Start of year	Totals Utilized - End of year	End of Year	End of Year
	Objective 1.1.1: Increase the average number of residential campus participants to 96 by June 2016	\$157,861			
	Objective 1.1.2: Increase the number of residential beds that meet health and safety standards and licensing regulations to serve 96 youth by December of 2015	\$148,610			
	Objective 1.1.3: Serve at least 96 residential youth over the fiscal year by June of 2016	\$148,610			
	Objective 1.2.1: Increase the number of campsites from 2 to 3 by March of 2016	\$148,610			
	Objective 1.2.2: Increase the number of youth served in Wilderness Program from 14 to 20 by March of 2016	\$148,610			
	Objective 1.3.1: Increase the percent of teachers determined to be highly effective by classroom observations to 60% by end of school year	\$85,292			
	Objective 1.3.2: Continue to maintain 100% on teachers completing ADEPT Performance Standard Training	\$85,292			
	Objective 1.3.3: Offer professional development plans going forward to 100% of teachers not completing or attaining successful ADEPT rating	\$85,292			
	Objective 1.4.1: Increase to 100% the number of therapeutic staff who will have accurate position descriptions and employee performance management systems planning and evaluation objectives aligned to the agency's mission by May 2016	\$327,840			
	Objective 2.1.1: Reduce time to complete work orders by 25% by June, 2016	\$99,630			
	Objective 2.1.2: Reduce time to process requisitions to pay vendors by 20% by June, 2016	\$99,630			
	Objective 2.1.3: Continue to secure and back up agency data as completed in 2015 project	\$99,630			
	Objective 2.2.1: Continue to inventory IT assets as completed in past year and inventory 50% of agency property not currently recorded	\$99,630			
	Objective 2.2.2: Establish and maintain deferred maintenance schedule by February, 2016	\$99,630			
	Objective 2.2.3: Institute performance management system to show results in relation to costs by March, 2016	\$99,630			
	Objective 2.2.4: Campus wide facility assessment performed in 2015 and will be maintained going forward	\$99,630			
	Objective 2.2.5: Complete roofing and plumbing replacement in cafeteria by February, 2016	\$99,630			
	Objective 2.2.6: Evaluate staffing for cost effective deployment of mandated ratios for youth supervision, ongoing monthly	\$183,109			
	Objective 2.3.1: Increase percentage of support staff with accurate position descriptions, employee performance management system planing and evaluation objectives aligned to agency's mission by 5% by May, 2016	\$183,109			
	Objective 2.3.2: Assure 100% of new hires participate in agency and job specific orientation with first two weeks of employment	\$174,026			

Strategic Spending (2015-16)
(Study Step 1: Agency Legal Directives, Plan and Resources)

Objective 3.1.1: Improve SCDE Accreditation status (district now all-clear and LS Brice School on target to reduce all deficiencies by June, 2016	\$85,061			
Objective 3.1.2: Reduce to zero the deficiencies indicated in most recent accreditation classification by June 2016	\$85,061			
Objective 3.2.1: Attain at least a 50% satisfaction rating by students, parents and staff with the learning environment, to be reported on school report card survey at end of 2015-16 school year	\$85,061			
Objective 3.2.2: Provide campus orientation to 100% of new residential enrollees within first week of arrival	\$330,792			
Objective 3.2.3: Provide 100% of youth with active treatment teams throughout year	\$156,766			
Objective 3.2.4: Increase to 100% number of youth with positive reinforcements and feedback documented in BestNotes by June, 2016	\$232,807			
Objective 3.2.5: Attain percentage of parents reporting they are satisfied with improvements in their child's behavior to 85% by June, 2016	\$183,046			
Objective 3.2.6: Continue to conduct two morale building activities for staff by August, 2016	\$348,617			
Objective 3.2.7: Administer at least three climate surveys annually for staff, parents, and students by June, 2016	\$9,020			
Objective 3.3.1: Expand number of civic, faith-based and governmental groups that know and support the JDLHS mission with outreach presentations to 4 new groups by June, 2016	\$9,020			
Objective 3.3.2: Provide board and staff liaison with JDLHS Foundation and Alumni to keep them informed through at least 10 meetings and 4 events by June, 2016	\$9,020			
Objective 3.3.3: Continue to update and enhance new JDLHS website ongoing through June, 2016	\$83,699			
Objective 4.1.1: Increase percentage of students passing ACT Aspire Math exams to 46% by June, 2016	\$83,699			
Objective 4.1.2: Increase percentage of students passing SC EOC Algebra I exam to 56% by June, 2016	\$83,699			
Objective 4.1.3: Increase percentage of students showing growth via STAR Math Assessment results to 60% by June, 2016	\$83,699			
Objective 4.2.1: Increase percentage of students passing the ACT Aspire exams to 43% by June, 2016	\$83,699			
Objective 4.2.2: Increase percentage of students passing SC EOC exam for English I to 54% by June, 2016	\$83,699			
Objective 4.2.3: Increase percentage of students showing growth via STAR Reading Assessment results to 60% by June, 2016	\$83,699			
Objective 4.3.1: 80% of youth attending JDLHS will be promoted or be on course to being promoted to the next academic grade or school level by June, 2016	\$83,699			
Objective 4.3.2: 100% of exited youth continuing to reside in SC will be enrolled in middle school, high school or college as of June, 2016	\$83,699			
Objective 5.1.1: Percentage of exiting students achieving successful discharge with 3 or higher (on 5 point) success criterion scale for their individual care plans will increase to 90% by June, 2016	\$157,460			
Objective 5.1.2: Provide 100% of youth with therapeutic services as specified in their individual care plan ongoing	\$157,460			
Objective 5.1.3: Ensure 100% of youth receive clinical therapy sessions according to their individual care plan, an average of three by June, 2016	\$157,460			
Objective 5.1.4: Increase percent of recreational activities that advance student progression their individual care plans to 85% by June, 2016	\$157,460			
Objective 5.1.5: Increase percent of JDLHS exited youth who demonstrate improved behavior 12 months after leaving to 85% by June, 2016	\$157,460			
Objective 5.2.1: Increase percentage of students in grades 6-10 acquiring marketable skills to 60% by June, 2016	\$81,002			
Total utilized on Agency Objectives in 2015-16	\$5,829,165	\$0		

Strategic Spending (2015-16)
(Study Step 1: Agency Legal Directives, Plan and Resources)

20	Unrelated Purpose (pass through or other purpose unrelated to agency's strategic plan)	Totals Planned to Utilize - Start of year	Totals Utilized - End of year	End of Year	End of Year
	<i>Unrelated Purpose #1 - insert description:</i>				
	<i>Unrelated Purpose #2 - insert description:</i>				
	<i>Insert any additional unrelated purposes</i>				
	Total utilized on purposes unrelated to Agency Objectives in 2015-16				

PART B2 - Appropriations and authorizations remaining at the end of 2015-16

Line #	Totals	Start of Year	End of Year		
	Funding Source	n/a	n/a	0	0
21	Appropriated and authorized	\$7,387,503	\$0	\$0	\$0
22	(minus) Utilized on Agency Objectives in 2015-16	\$0	\$0		
23	(minus) Utilized on purposes unrelated to Agency Objectives in 2015-16				
24	Amount of appropriations and authorizations remaining	\$0	\$0		
25	Amount remaining as % of total appropriations and authorizations	0.00%	#DIV/0!	#DIV/0!	#DIV/0!

26	Explanation for Amount Remaining:
	Implement the deferred maintenance on buildings and address agency needs.

Strategic Budgeting (2016-17)
(Study Step 1: Agency Legal Directives, Plan and Resources)

Agency Responding	John de la Howe School
Date of Submission	

Note: The details are requested to avoid agencies "arbitrarily" assigning numbers.

Line #

1	Does the agency have any money that is not tracked through SCEIS? (Y/N) (If yes, please outline further by responding to Line 15 under Part B1)	No
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PART A1 - Cash Balances and Revenue Generated

--> The amounts below relate to the agency's cash.

--> The Committee understands the (a) agency is only permitted to spend amounts appropriated or authorized, which is addressed in Part A2; and (b) agency may have more cash than it is permitted to spend.

Line #

	Funding Source	Total			
2	Funding Source (if funding sources are combined, do not combine recurring with one-time)	n/a	n/a		
3	2015-16 Total revenue generated	\$563,079	n/a		
4	2016-17 Total estimated revenue	\$49,500	n/a		
5	Fund # and Description (Expendable Level - 8 digit) (full set of financials available for each through SCEIS)	n/a	n/a		

	Cash Balances	Total	n/a		
6	Fund # and Description (Expendable Level - 8 digit) (full set of financials available for each through SCEIS)	n/a	n/a		
8	Cash balance as of June 30, 2016 (end of FY 2015-16)	\$1,158,191	n/a		

PART A2 - Funds Appropriated and Authorized for 2016-17 (i.e. Allowed to spend)

--> The Committee understands the agency may be appropriated or authorized to spend additional money during the year.

Line #

	Funding Source				
9	Funding Source	n/a	n/a	0	0
10	Recurring or one-time?	n/a	n/a		

	Appropriation and Authorization Details	Totals - Start of year	Totals - End of year	End of Year	End of Year
11	Amounts appropriated, and amounts authorized, to the agency for 2015-16 that were not spent AND the agency can spend in 2016-17	\$590,614	n/a		
12	Amounts appropriated, and amounts authorized, to the agency for 2016-17	\$659,670	n/a		
13	Total Appropriated and Authorized (i.e. allowed to spend)	\$7,187,354	n/a	\$0	\$0

Strategic Budgeting (2016-17)
(Study Step 1: Agency Legal Directives, Plan and Resources)

PART B1 - Utilization of Funds in 2016-17

--> The Committee understands amount the agency budgeted and spent per objective are estimates from the agency. The information is acceptable as long as the agency has a logical basis, which the Committee may ask the agency to explain, as to how it reached the numbers it provided.

Line #	Funding Source	Totals			
14	Funding Source	n/a	n/a	0	0
15	Database(s) through which expenditures are tracked (See instructions for further details)	n/a	n/a		
16	Recurring or one-time?	n/a	n/a	0	0
17	External restrictions (from state or federal government, grant issuer, etc.), if any, on how the agency can use the money from each funding source	n/a	n/a		
18	State Funded Program # and Description	n/a	n/a		

19	Current Objectives	Totals Planned to Utilize - Start of year	Totals Utilized - End of year	Budgeted to utilize - Start of year	Budgeted to utilize - Start of year
	Objective 1.1.1: Increase the average number of residential campus participants to 96 by June 2016	\$182,973	n/a		
	Objective 1.1.2: Increase the number of residential beds that meet health and safety standards and licensing regulations to serve 96 youth by December of 2015	\$175,368	n/a		
	Objective 1.1.3: Serve at least 96 residential youth over the fiscal year by June of 2016	\$375,368	n/a		
	Objective 1.2.1: Increase the number of campsites from 2 to 3 by March of 2016	\$175,368	n/a		
	Objective 1.2.2: Increase the number of youth served in Wilderness Program from 14 to 20 by March of 2016	\$175,368	n/a		
	Objective 1.3.1: Increase the percent of teachers determined to be highly effective by classroom observations to 60% by end of school year	\$63,396	n/a		
	Objective 1.3.2: Continue to maintain 100% on teachers completing ADEPT Performance Standard Training	\$63,396	n/a		
	Objective 1.3.3: Offer professional development plans going forward to 100% of teachers not completing or attaining successful ADEPT rating	\$63,396	n/a		
	Objective 1.4.1: Increase to 100% the number of therapeutic staff who will have accurate position descriptions and employee performance management systems planning and evaluation objectives aligned to the agency's mission by May 2016	\$348,037	n/a		
	Objective 2.1.1: Reduce time to complete work orders by 25% by June, 2016	\$83,694	n/a		
	Objective 2.1.2: Reduce time to process requisitions to pay vendors by 20% by June, 2016	\$91,161	n/a		
	Objective 2.1.3: Continue to secure and back up agency data as completed in 2015 project	\$91,161	n/a		
	Objective 2.2.1: Continue to inventory IT assets as completed in past year and inventory 50% of agency property not currently recorded	\$141,161	n/a		
	Objective 2.2.2: Establish and maintain deferred maintenance schedule by February, 2016	\$576,161	n/a		
	Objective 2.2.3: Institute performance management system to show results in relation to costs by March, 2016	\$91,161	n/a		
	Objective 2.2.4: Campus wide facility assessment performed in 2015 and will be maintained going forward	\$120,000	n/a		
	Objective 2.2.5: Complete roofing and plumbing replacement in cafeteria by February, 2016	\$91,161	n/a		
	Objective 2.2.6: Evaluate staffing for cost effective deployment of mandated ratios for youth supervision, ongoing monthly	\$176,461	n/a		
	Objective 2.3.1: Increase percentage of support staff with accurate position descriptions, employee performance management system planing and evaluation objectives aligned to agency's mission by 5% by May, 2016	\$176,461	n/a		
	Objective 2.3.2: Assure 100% of new hires participate in agency and job specific orientation with first two weeks of employment	\$168,994	n/a		

Strategic Budgeting (2016-17)
(Study Step 1: Agency Legal Directives, Plan and Resources)

Objective 3.1.1: Improve SCDE Accreditation status (district now all-clear and LS Brice School on target to reduce all deficiencies by June, 2016	\$63,206	n/a		
Objective 3.1.2: Reduce to zero the deficiencies indicated in most recent accreditation classification by June 2016	\$63,206	n/a		
Objective 3.2.1: Attain at least a 50% satisfaction rating by students, parents and staff with the learning environment, to be reported on school report card survey at end of 2015-16 school year	\$63,206	n/a		
Objective 3.2.2: Provide campus orientation to 100% of new residential enrollees within first week of arrival	\$350,757	n/a		
Objective 3.2.3: Provide 100% of youth with active treatment teams throughout year	\$181,763	n/a		
Objective 3.2.4: Increase to 100% number of youth with positive reinforcements and feedback documented in BestNotes by June, 2016	\$237,554	n/a		
Objective 3.2.5: Attain percentage of parents reporting they are satisfied with improvements in their child's behavior to 85% by June, 2016	\$237,554	n/a		
Objective 3.2.6: Continue to conduct two morale building activities for staff by August, 2016	\$176,409	n/a		
Objective 3.2.7: Administer at least three climate surveys annually for staff, parents, and students by June, 2016	\$314,954	n/a		
Objective 3.3.1: Expand number of civic, faith-based and governmental groups that know and support the JDLHS mission with outreach presentations to 4 new groups by June, 2016	\$7,415	n/a		
Objective 3.3.2: Provide board and staff liaison with JDLHS Foundation and Alumni to keep them informed through at least 10 meetings and 4 events by June, 2016	\$7,415	n/a		
Objective 3.3.3: Continue to update and enhance new JDLHS website ongoing through June, 2016	\$7,415	n/a		
Objective 4.1.1: Increase percentage of students passing ACT Aspire Math exams to 46% by June, 2016	\$62,192	n/a		
Objective 4.1.2: Increase percentage of students passing SC EOC Algebra I exam to 56% by June, 2016	\$62,192	n/a		
Objective 4.1.3: Increase percentage of students showing growth via STAR Math Assessment results to 60% by June, 2016	\$62,192	n/a		
Objective 4.2.1: Increase percentage of students passing the ACT Aspire exams to 43% by June, 2016	\$62,192	n/a		
Objective 4.2.2: Increase percentage of students passing SC EOC exam for English I to 54% by June, 2016	\$62,192	n/a		
Objective 4.2.3: Increase percentage of students showing growth via STAR Reading Assessment results to 60% by June, 2016	\$62,192	n/a		
Objective 4.3.1: 80% of youth attending JDLHS will be promoted or be on course to being promoted to the next academic grade or school level by June, 2016	\$62,192	n/a		
Objective 4.3.2: 100% of exited youth continuing to reside in SC will be enrolled in middle school, high school or college as of June, 2016	\$62,192	n/a		
Objective 5.1.1: Percentage of exiting students achieving successful discharge with 3 or higher (on 5 point) success criterion scale for their individual care plans will increase to 90% by June, 2016	\$181,763	n/a		
Objective 5.1.2: Provide 100% of youth with therapeutic services as specified in their individual care plan ongoing	\$181,763	n/a		
Objective 5.1.3: Ensure 100% of youth receive clinical therapy sessions according to their individual care plan, an average of three by June, 2016	\$181,763	n/a		
Objective 5.1.4: Increase percent of recreational activities that advance student progression their individual care plans to 85% by June, 2016	\$181,763	n/a		
Objective 5.1.5: Increase percent of JDLHS exited youth who demonstrate improved behavior 12 months after leaving to 85% by June, 2016	\$119,438	n/a		
Objective 5.2.1: Increase percentage of students in grades 6-10 acquiring marketable skills to 60% by June, 2016	\$59,719	n/a		
Total planned to utilize on Agency Objectives in 2016-17	\$6,544,845	n/a		

Strategic Budgeting (2016-17)
(Study Step 1: Agency Legal Directives, Plan and Resources)

20	Unrelated Purpose (pass through or other purpose unrelated to agency's strategic plan)	Totals Planned to Utilize - Start of year	Totals Utilized - End of year	Budgeted to utilize - Start of year	Budgeted to utilize - Start of year
	<i>Unrelated Purpose #1 - insert description:</i>		n/a		
	<i>Unrelated Purpose #2 - insert description:</i>		n/a		
	<i>Insert any additional unrelated purposes</i>		n/a		
	Total planned to utilize on purposes unrelated to Agency Objectives in 2016-17				

PART B2 - Appropriations and authorizations remaining at the end of 2015-16

Line #	Totals	Start of Year	End of Year		
	Funding Source	n/a	n/a	0	0
21	Appropriated and authorized	\$7,187,354	n/a		
22	(minus) Planned to utilize on Agency Objectives in 2016-17	\$6,544,845	n/a		
23	(minus) Planned to utilize on purposes unrelated to Agency Objectives in 2016-17		n/a		
24	Amount of appropriations and authorizations remaining	\$642,509	n/a		
25	Amount remaining as % of total appropriations and authorizations	8.94%	n/a	#DIV/0!	#DIV/0!

26	Explanation for Amount Remaining:
	Encumber to continue deferred maintenance and contingency set-aside for aged infrastructure

Performance Measures
(Study Step 2: Performance)

Agency Responding	John de la Howe School
Date of Submission	

Types of Performance Measures: Outcome Measure - A quantifiable indicator of the public and customer benefits from an agency's actions. Outcome measures are used to assess an agency's effectiveness in serving its key customers and in achieving its mission, goals and objectives. They are also used to direct resources to strategies with the greatest effect on the most valued outcomes. Outcome measures should be the first priority. Example - % of licensees with no violations. Efficiency Measure - A quantifiable indicator of productivity expressed in unit costs, units of time, or other ratio-based units. Efficiency measures are used to assess the cost-efficiency, productivity, and timeliness of agency operations. Efficiency measures	Note: Delete any rows not needed; Add any additional rows needed
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Performance Measure	Type of Measure:	Agency selected; Required by State; or Required by Federal:	Who performs the best in the country on this measure? (could be gov't, private, etc.)	Time Applicable	Actual Results (& Target Results) Time Period #1	Actual Results (& Target Results) Time Period #2	Actual Results (& Target Results) Time Period #3	Actual Results (& Target Results) Time Period #4	Actual Results (& Target Results) Time Period #5 (most recent completed time period)	Target Results Time Period #6 (current time period)
Increase percent of students passing the ACT Aspire Math	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	40%	42% (44%)	6% (46%)	A (46%)	TBD at end of current Fiscal Year
Increase percent of students passing the ACT Aspire ELA	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	37%	39% (41%)	6% (43%)	A (43%)	TBD at end of current Fiscal Year
Increase percent of students passing the SC EOC English I Exam	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	48%	50% (52%)	29% (34%)	44% (54%)	TBD at end of current Fiscal Year
Increase percent student passing SC EOC Algebra I Exam	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	50%	52% (54%)	50% (56%)	79% (56%)	TBD at end of current Fiscal Year
Increase percent students improving on STAR Math Assessment	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	20% (40%)	37% (60%)	16% (60%)	TBD at end of current Fiscal Year
Increase percent students improving on STAR Reading Assessment	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	20% (40%)	43% (60%)	35% (60%)	TBD at end of current Fiscal Year
Increase percent students improving on Success Criterion	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (65%)	Not Documented (70%)	Not Documented (65%)	TBD at end of current Fiscal Year
Improve SCDE Accreditation Rating (District)	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection		Warned (All Clear)	All Clear (All Clear)	Advised (All Clear)	TBD at end of current Fiscal Year
Increase residential occupancy capacity	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	72	72 (96)	80 (100)	120 (120)	TBD at end of current Fiscal Year
Increase participation level of Day Program	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	5	5 (10)	17 (18)	27 (N/A)	TBD at end of current Fiscal Year
Increase number of youth served annually	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	113	113 (133)	127 (133)	106 (120)	TBD at end of current Fiscal Year
Increase number of licensed cottages	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	7	7 (9)	10 (10)	10 (10)	TBD at end of current Fiscal Year
Increase number of youth placements from Department Social Services	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	0	1 (5)	2 (5)	6 (5)	TBD at end of current Fiscal Year
Increase number of youth placements from Department of Mental Health	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	4	4 (8)	0 (0)	0 (0)	TBD at end of current Fiscal Year
Increase number of youth placements from Department Juvenile Justice	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	0	0 (5)	5 (10)	0 (10)	TBD at end of current Fiscal Year
Increase number youth placements from school districts	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	0	0 (5)	0 (0)	0 (10)	TBD at end of current Fiscal Year
Reduce average daily cost of services for each youth	Efficiency	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	\$240.17	\$240.17 (\$190.73)	\$121.00 (\$151.00)	\$117.00 (\$151.00)	TBD at end of current Fiscal Year
Reduce average annual cost of services for each youth	Efficiency	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	\$87,600.00	\$87,600.00	\$44316.00 (\$42,857.00)	\$42,857.00 (42,857.00)	TBD at end of current Fiscal Year
Reduce time to complete work orders	Efficiency	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	15% (10%)	33% (30%)	50% (70%)	TBD at end of current Fiscal Year
Reduce time to process requisitions to pay vendors	Efficiency	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	25% (20%)	25% (20%)	15% (10%)	TBD at end of current Fiscal Year
Improve supervisor feedback to employees	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (100%)	98% (100%)	100% (100%)	TBD at end of current Fiscal Year
Increase incentives for positive behavior changes	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (70%)	Not Documented (70%)	Not Documented (500%)	TBD at end of current Fiscal Year
Increase parent satisfaction with improvement to child's behavior	Output	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (85%)	80% (85%)	86% (90%)	TBD at end of current Fiscal Year
Improve employee satisfaction with work environment	Output	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (85%)	55% (70%)	69% (70%)	TBD at end of current Fiscal Year

Performance Measures

(Study Step 2: Performance)

Performance Measure	Type of Measure:	Agency selected; Required by State; or Required by Federal:	Who performs the best in the country on this measure? (could be gov't, private, etc.)	Time Applicable	Actual Results (& Target Results) Time Period #1	Actual Results (& Target Results) Time Period #2	Actual Results (& Target Results) Time Period #3	Actual Results (& Target Results) Time Period #4	Actual Results (& Target Results) Time Period #5 (most recent completed time period)	Target Results Time Period #6 (current time period)
Improve youth satisfaction with learning environment	Output	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (85%)	76.5% (80%)	76.5 % (80%)	TBD at end of current Fiscal Year
Increase academic promotion for exiting youths	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented	81% (80%)	81% (80%)	TBD at end of current Fiscal Year
Expand information available on agency website (Budget, Video added)	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	Limited Pages	Limited Pages	15 pgs (17 pgs)	17 pgs (19 pgs)	TBD at end of current Fiscal Year
Increase number of youth completing high school	Output	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (80%)	66% (100%)	66% (100%)	TBD at end of current Fiscal Year
Conduct the number of monthly therapeutic sessions established for each youth (ranges from 1-4)	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	2	2 (2)	2 (3)	3(3)	TBD at end of current Fiscal Year
Increase integration of frontline services for youth	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (50%)	Not Documented (80%)	64.8 % (80%)	TBD at end of current Fiscal Year
Increase percentage of students with marketable skills	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (40%)	100% (60%)	94% (95%)	TBD at end of current Fiscal Year
Increase the average of residential occupancy rate	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	51.8	65 (82)	127 Total Served (96 Total Served)	106 Total Served (104 Total Served)	TBD at end of current Fiscal Year

Strategic Plan Summary
(Study Step 1: Agency Legal Directives, Plan and Resources; and Study Step 2: Performance)

Agency Responding	John de la Howe School
Date of Submission	3/31/2017

Mission: To provide a safe place for children to heal, grow and make lasting changes through counseling, education and a culture of care and
Legal Basis: 59-49-10 (John de la Howe will); 59-49-100 (Purpose of school); 59-49-120 (Estate appropriated for support of school)
Vision: To be a state leader in delivering relevant and effective programs that advance behavioral health care, education and positive family
Legal Basis: 59-49-10 (John de la Howe will); 59-49-100 (Purpose of school); 59-49-120 (Estate appropriated for support of school)

		2015-16		2016-17						
		Total # of FTEs available; and filled	Total amount Appropriated and Authorized to Spend	Total # of FTEs available; and filled	Total amount Appropriated and Authorized to Spend					
		106; 67	4,199,151	98; 50	4,585,893					
Strategic Plan Part and Description (2016-17) (e.g., Goal 1 - Insert Goal 1; Strategy 1.1 - Insert Strategy 1.1; Objective 1.1.1 - Insert Objective 1.1.1)	Intended Public Benefit/Outcome: (Ex. Outcome = incidents decrease and public perceives that the road is safer)	# of FTE equivalents utilized	Total amount spent	# of FTE equivalents planned to utilize	Total amount budgeted	Associated Performance Measures	Associated Organizational Unit(s)	Responsible Employee Name & Time staff member has been responsible for the goal or objective (e.g. John Doe (responsible less than 3 years) or Jane Doe (responsible more than 3 years))	Does this person have input into the budget for this goal, strategy or objective? (Y/N)	Partner(s), by segment, the agency works with to achieve the objective (Federal Government; State Government; Local Government; Higher Education Institute; K-12 Education Institute; Private Business; Non-Profit Entity; Individual; or Other)
Goal 1: Education, Training and Human Development						See below				
Strategy 1.1: Improve the cost effectiveness of JDLHS therapeutic, residential and educational services by increasing the number of participants in the campus' programs						See below				
Objective 1.1.1: Increase the average number of residential campus participants to 96 by June 2016	Higher population = lower cost per child. Public perceives a better use of tax payer dollars	27	157,861	19	182,973	Increase number of youth placements from Department Social Services; Increase number of youth placements from Department Juvenile Justice; Increase number youth placements from school districts; Reduce average daily cost of services for each youth; Reduce average annual cost of services for each youth; Increase the average of residential occupancy rate; Increase number of youth placements from Department of Mental Health;	Residential Services, Wilderness Program	Daniel Wardlaw (less than 3 years)	Yes	DSS, DJJ, DMH, DOE, School Districts, Court System, DHEC, Fire Marshall
Objective 1.1.2: Increase the number of residential beds that meet health and safety standards and licensing regulations to serve 96 youth by December of 2015	Higher population = lower cost per child. Public perceives a better use of tax payer dollars	27	148,610	19	175,368	Increase number of youth placements from Department Social Services; Increase number of youth placements from Department Juvenile Justice; Increase number youth placements from school districts; Reduce average daily cost of services for each youth; Reduce average annual cost of services for each youth; Increase the average of residential occupancy rate; Increase number of youth placements from Department of Mental Health; Increase residential occupancy capacity; Increase number of licensed staff;	Residential Services, Wilderness Program	Daniel Wardlaw (less than 3 years)	Yes	DSS, DJJ, DMH, DOE, School Districts, Court System, DHEC, Fire Marshall
Objective 1.1.3: Serve at least 96 residential youth over the fiscal year by June of 2016	Higher population = lower cost per child. Public perceives a better use of tax payer dollars	27	148,610	19	175,368	Increase number of youth placements from Department Social Services; Increase number of youth placements from Department Juvenile Justice; Increase number youth placements from school districts; Reduce average daily cost of services for each youth; Reduce average annual cost of services for each youth; Increase the average of residential occupancy rate; Increase number of youth placements from Department of Mental Health; Increase participation level of Day Program; Increase number of youth served annually.	Residential Services, Wilderness Program	Daniel Wardlaw (less than 3 years)	Yes	DSS, DJJ, DMH, DOE, School Districts, Court System, DHEC, Fire Marshall
Strategy 1.2: Increase the number of participants in the Wilderness Program						See below				
Objective 1.2.1: Increase the number of campsites from 2 to 3 by March of 2016	Higher population = lower cost per child. Public perceives a better use of tax payer dollars	8	148,610	6	175,368	Reduce average daily cost of services for each youth; Reduce average annual cost of services for each youth; Increase the average of residential occupancy rate; Increase number of youth served annually.	Wilderness Program	Daniel Wardlaw (less than 3 years)	Yes	DSS, DJJ, DMH, DOE, School Districts, Court System, DHEC, Fire Marshall
Objective 1.2.2: Increase the number of youth served in Wilderness Program from 14 to 20 by March of 2016	Higher population = lower cost per child. Public perceives a better use of tax payer dollars	8	148,610	6	175,368	Reduce average daily cost of services for each youth; Reduce average annual cost of services for each youth; Increase the average of residential occupancy rate; Increase number of youth served annually.	Wilderness Program	Daniel Wardlaw (less than 3 years)	Yes	DSS, DJJ, DMH, DOE, School Districts, Court System, DHEC, Fire Marshall
Strategy 1.3: Increase the effectiveness of educational staff by improving their knowledge and skills						See below				
Objective 1.3.1: Increase the percent of teachers determined to be highly effective by classroom observations to 60% by end of school year	N/A	17	85,292	N/A	63,396	None	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 1.3.2: Continue to maintain 100% of teachers completing ADEPT Performance Standard Training	Provide high level of education to the student population. Gain marketable skills in order to be productive in their communities	17	85,292	N/A	63,396	None	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 1.3.3: Offer professional development plans going forward to 100% of teachers not completing or attaining successful ADEPT rating	Provide professional development to improve teacher instruction.	17	85,292	N/A	63,396	None	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Strategy 1.4: Increase the effectiveness of therapeutic staff who will have accurate position descriptions and employee performance management systems planning and evaluation objectives that are aligned to the agency's mission by May 2016						See below				
Objective 1.4.1: Increase to 100% the number of therapeutic staff who will have accurate position descriptions and employee performance management systems planning and evaluation objectives aligned to the agency's mission by May 2016	Responsible and accountable staff perform at a higher level yielding better results. Increases client satisfaction	3	327,840	2	348,037	Improve supervisor feedback to employees	Behavioral Health	Daniel Wardlaw (less than 3 years)	Yes	DMH, Cornerstone
Goal 2: Healthy and Safe Families						See below				
Strategy 2.1: Ensure administrative support processes facilitate the mission of the agency						See below				
Objective 2.1.1: Reduce time to complete work orders by 25% by June, 2016	Allow agency to operate more efficiency	9	90,547	9	83,694	Reduce time to complete work orders; Increase parent satisfaction with improvement to child's behavior; Improve employee satisfaction with work environment	Business	Sylvester Coleman (less than 3 years)	Yes	Vendors, DOA, Insurance Reserve Fund, SCBO, State Fleet, DOC
Objective 2.1.2: Reduce time to process requisitions to pay vendors by 20% by June, 2016	Ensure good working relationship with vendors for future utilization	3	99,630	3	91,161	Reduce time to process requisitions to pay vendors; Improve employee satisfaction with work environment	Business	Sylvester Coleman (less than 3 years)	Yes	Vendors, DOA, Insurance Reserve Fund, SCBO, State Fleet, DOC
Objective 2.1.3: Continue to secure and back up agency data as completed in 2015 project	Ensure that all data received and generated is handled in a private and secure manner. Ensures the IT system functions appropriately for agency use.	1	99,630	1	91,161	Improve employee satisfaction with work environment	Business	Sylvester Coleman (less than 3 years)	Yes	ITO, VM Ware
Strategy 2.2: Evaluate facility, equipment and staffing resources and needs						See below				
Objective 2.2.1: Continue to inventory IT assets as completed in past year and inventory 50% of agency property not currently recorded	Agency will be accountable for all IT assets in order to upgrade and update as necessary.	1	99,630	1	91,161	Improve youth satisfaction with learning environment; Improve employee satisfaction with work environment	Business	Sylvester Coleman (less than 3 years)	Yes	
Objective 2.2.2: Establish and maintain deferred maintenance schedule by February, 2016	Maintain integrity of physical buildings and grounds.	5	99,630	5	91,161	Improve youth satisfaction with learning environment; Increase parent satisfaction with improvement to child's behavior; Improve employee satisfaction with work environment	Business	Sylvester Coleman (less than 3 years)	Yes	
Objective 2.2.3: Institute performance management system to show results in relation to costs by March, 2016	Ensure cost effectiveness of allocated funds and best uses of resources	2	99,630	2	91,161	Reduce average daily cost of services for each youth; Reduce average annual cost of services for each youth;	Business	Sylvester Coleman (less than 3 years)	Yes	

Strategic Plan Summary
(Study Step 1: Agency Legal Directives, Plan and Resources; and Study Step 2: Performance)

		Total # of FTEs available; and filled	Total amount Appropriated and Authorized to Spend	Total # of FTEs available; and filled	Total amount Appropriated and Authorized to Spend					
		106: 67	4,199,151	98: 50	4,585,893					
Objective 2.2.4: Campus wide facility assessment performed in 2015 and will be maintained going forward	Keep facilities properly functioning and maintained	3	99,630	3	91,161	Improve youth satisfaction with learning environment; Increase parent satisfaction with improvement to child's behavior; Improve employee satisfaction with work environment	Business	Sylvester Coleman (less than 3 years)	Yes	Quackenbush
Objective 2.2.5: Complete roofing and plumbing replacement in cafeteria by February, 2016	Provide a safe and dequate dining facility	3	99,630	N/A	91,161	None	Business	Sylvester Coleman (less than 3 years)	Yes	
Objective 2.2.6: Evaluate staffing for cost effective deployment of mandated ratios for youth supervision, ongoing monthly	Ensure that allocated funds are being best used in terms of quality of direct care services provided. Lower cost per student	6	183,109	5	176,461	None	Residential Services	Daniel Wardlaw (less than 3 years)	Yes	
Strategy 2.3: Increase efficiency of support staff by improving their knowledge, skills						See below				
Objective 2.3.1: Increase percentage of support staff with accurate position descriptions, employee performance management system planing and evaluation objectives aligned to agency's mission by 5% by May, 2016	Provide staff with accurate descriptions of job duties and functions. Provide feedback to staff for purpose of professional development and job performance evaluation	67	183,109	50	176,461	Reduce time to complete work orders; Reduce time to process requisitions to pay vendors; Improve supervisor feedback to employees	HR	Zebulon Young (Less than 3 years)	Yes	
Objective 2.3.2: Assure 100% of new hires participate in agency and job specific orientation with first two weeks of employment	Ensure that new staff have the knowledge and skills necessary to perform job functions competently and confidently	2	174,026	2	168,994	Reduce time to complete work orders; Reduce time to process requisitions to pay vendors; Improve supervisor feedback to employees	HR	Zebulon Young (Less than 3 years)	Yes	SCDEW, SCDOA/DSHR
Goal 3: Improve accreditation status of educational services						See below				
Strategy 3.1: Maintain accreditation with appropriate organizations						See below				
Objective 3.1.1: Improve SCDE Accreditation status (district now all-clear and LS Brice School on target to reduce all deficiencies by June, 2016	Develop a MOA with McCormick County School District to address LS Brice School deficiencies.	17	85,061	N/A	63,206	Improve SCDE Accreditation Rating (District); Improve youth satisfaction with learning environment; Improve employee satisfaction with work environment	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 3.1.2: Reduce to zero the deficiencies indicated in most recent accreditation classification by June 2016	Implement the MOA with McCormick County School District to address LS Brice School deficiencies.	17	85,061	N/A	63,206	Improve employee satisfaction with work environment	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Strategy 3.2: Create a productive and safe environment for youth, their families and staff						See below				
Objective 3.2.1: Attain at least a 50% satisfaction rating by students, parents and staff with the learning environment, to be reported on school report card survey at end of 2015-16 school year	Provide students, parents, and staff an opportunity to give feedback on JDLH program	17	85,061	N/A	63,201	Improve youth satisfaction with learning environment; Increase parent satisfaction with improvement to child's behavior	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 3.2.2: Provide campus orientation to 100% of new residential enrollees within first week of arrival	Ensure that student have a smooth transition to residential life	27	330,792	19	350,757	None	Residential Services	Daniel Wardlaw (less than 3 years)	Yes	
Objective 3.2.3: Provide 100% of youth with active treatment teams throughout year	Ensure holistic approach to behavior modification. Students have a higher probability of successful completion.	3	156,766	2	181,763	Increase incentives for positive behavior changes	Behavioral Health	Daniel Wardlaw (less than 3 years)	Yes	
Objective 3.2.4: Increase to 100% number of youth with positive reinforcements and feedback documented in BestNotes by June, 2016	Provide holistic approach to behavior modification. Students learn to connect behaviors to consequences. Promotes higher probability of positive and lasting behavioral changes	4	232,807	3	237,554	Increase incentives for positive behavior changes	Behavioral Health	Daniel Wardlaw (less than 3 years)		
Objective 3.2.5: Attain percentage of parents reporting they are satisfied with improvements in their child's behavior to 85% by June, 2016		1	232,807	1	237,554	Increase parent satisfaction with improvement to child's behavior	Advancement and Development	Dan Branyon (more than 3 years)	Yes	
Objective 3.2.6: Continue to conduct two morale building activities for staff by August, 2016	Ensure that staff morale is high. Promotes higher level of job performance	2	183,046	2	176,409	Improve employee satisfaction with work environment	HR	Zebulon Young (Less than 3 years)	Yes	
Objective 3.2.7: Administer at least three climate surveys annually for staff, parents, and students by June, 2016	Ensure holistic satisfaction with programs and processes in order to better serve staff, students and families.	5	348,617	5	314,954	Increase parent satisfaction with improvement to child's behavior; Improve employee satisfaction with work environment	Advancement and Development	Dan Branyon (more than 3 years)	Yes	
Strategy 3.3: Communicate agency outcomes to stakeholders, surrounding community						See below				
Objective 3.3.1: Expand number of civic, faith-based and governmental groups that know and support the JDLHS mission with outreach presentations to 4 new groups by June, 2016	Increase community awareness and support	2	9,020	2	7,415	Improve youth satisfaction with learning environment; Increase parent satisfaction with improvement to child's behavior; Improve employee satisfaction with work environment	Advancement and Development	Dan Branyon (more than 3 years)	Yes	
Objective 3.3.2: Provide board and staff liaison with JDLHS Foundation and Alumni to keep them informed through at least 10 meetings and 4 events by June, 2016	Keep Alumni and Foundation board abreast of agency activity.	1	9,020	1	7,415	Improve youth satisfaction with learning environment; Increase parent satisfaction with improvement to child's behavior; Improve employee satisfaction with work environment	Advancement and Development	Dan Branyon (more than 3 years)	Yes	
Objective 3.3.3: Continue to update and enhance new JDLHS website ongoing through June, 2016	Increase awareness	1	9,020	1	7,415	Expand information available on agency website (Budget, Video added)	Advancement and Development	Dan Branyon (more than 3 years)	Yes	
Goal 4: Improve achievement of exiting youth						See below				
Strategy 4.1: Ensure students attain mathematical skills they need						See below				
Objective 4.1.1: Increase percentage of students passing ACT Aspire Math exams to 46% by June, 2016	Increase student testing performance	17	83,699	N/A	62,192	Increase percent of students passing the ACT Aspire Math	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 4.1.2: Increase percentage of students passing SC EOC Algebra I exam to 56% by June, 2016	Increase student testing performance	17	83,699	N/A	62,192	Increase percent student passing SC EOC Algebra I Exam	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 4.1.3: Increase percentage of students showing growth via STAR Math Assessment results to 60% by June, 2016	Increase student growth performance	17	83,699	N/A	62,192	Increase percent students improving on STAR Math Assessment	McCormick School District	McCormick School District (less than 3 years)	Yes	SED
Strategy 4.2: Ensure students attain English language skills they need in reading, writing, speaking						See below				
Objective 4.2.1: Increase percentage of students passing the ACT Aspire exams to 43% by June, 2016	Increase student testing performance	17	83,699	N/A	62,192	Increase percent of students passing the ACT Aspire ELA	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 4.2.2: Increase percentage of students passing SC EOC exam for English I to 54% by June, 2016	Increase student testing performance	17	83,699	N/A	62,192	Increase percent of students passing the SC EOC English I Exam	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 4.2.3: Increase percentage of students showing growth via STAR Reading Assessment results to 60% by June, 2016	Increase student growth performance	17	83,699	N/A	62,192	Increase percent students improving on STAR Reading Assessment	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Strategy 4.3: Ensure JDLHS youth continue academic progress after exiting						See below				
Objective 4.3.1: 80% of youth attending JDLHS will be promoted or be on course to being promoted to the next academic grade or school level by June, 2016	Provide opportunities for students to be academically promoted	17	83,699	N/A	62,192	Increase academic promotion for exiting youths	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 4.3.2: 100% of exited youth continuing to reside in SC will be enrolled in middle school, high school or college as of June, 2016	Provide an opportunity to return to home community	17	83,699	N/A	62,192	Increase number of youth completing high school	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Goal 5: Improve youth behavior to ensure positive life outcomes						See below				
Strategy 5.1: Reduce youth demonstrating at-risk behaviors						See below				
Objective 5.1.1: Percentage of exiting students achieving successful discharge with 3 or higher (on 5 point) success criterion scale for their individual care plans will increase to 90% by June, 2016	Re-integrate students into home environment with high chance of continued success. Students gain positive and applicable living and social skills	27	157,460	19	181,763	Increase percent students improving on Success Criterion; Increase integration of frontline services for youth; Increase incentives for positive behavior changes	Residential Services, Wilderness Program	Daniel Wardlaw (less than 3 years)	Yes	
Objective 5.1.2: Provide 100% of youth with therapeutic services as specified in their individual care plan ongoing	Students are able to cope with stressors, manage emotions and problem solve	3	157,460	2	181,763	Increase integration of frontline services for youth; Increase incentives for positive behavior changes	Behavioral Health	Daniel Wardlaw (less than 3 years)	Yes	DMH, Cornerstone
Objective 5.1.3: Ensure 100% of youth receive clinical therapy sessions according to their individual care plan, an average of three by June, 2016	Students are able to cope with stressors, manage emotions and problem solve	3	157,460	2	181,763	Increase integration of frontline services for youth; Conduct the number of monthly therapeutic sessions established for each youth (ranges from 1-4); Increase incentives for positive behavior changes	Behavioral Health	Daniel Wardlaw (less than 3 years)	Yes	DMH, Cornerstone

Strategic Plan Summary

(Study Step 1: Agency Legal Directives, Plan and Resources; and Study Step 2: Performance)

		Total # of FTEs available; and filled	Total amount Appropriated and Authorized to Spend	Total # of FTEs available; and filled	Total amount Appropriated and Authorized to Spend					
		106: 67	4,199,151	98: 50	4,585,893					
Objective 5.1.4: Increase percent of recreational activities that advance student progression their individual care plans to 85% by June, 2016	Students correlate acceptable behavior with real and positive outcomes. Reduce occurrence of negative behavior. Allows for lowered time a student is in placement.	1	157,460	1	181,763	Increase integration of frontline services for youth; increase incentives for positive behavior changes	Behavioral Health	Daniel Wardlaw (less than 3 years)	Yes	
Objective 5.1.5: Increase percent of JDLHS exited youth who demonstrate improved behavior 12 months after leaving to 85% by June, 2016	Exiting students have the skills necessary to become productive members of their local communities.	31	162,004	22	119,438	Increase integration of frontline services for youth; increase incentives for positive behavior changes	Residential Services, Wilderness Program, Behavioral Health	Daniel Wardlaw (less than 3 years)	Yes	
Stragey 5.2: Provide youth with marketable skills that prepare them for workforce						See below				
Objective 5.2.1: Increase percentage of students in grades 6-10 acquiring marketable skills to 60% by June, 2016	Students become productive members of home communities	17	81,002	N/A	59,719	Increase percentage of students with marketable skills	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE, Clemson Extension, DNR, Piedmont Tech Ag. Program

Deliverables

(Study Step 1: Agency Legal Directives, Plan and Resources)

Agency Responding	John de la Howe School
Date of Submission	31-Mar-17

When adding laws under, Applicable Laws, please cite them as follows

State Constitution: Article # . *Title of Article* . Section # . *Title of Section* (Example - Article IV. Executive Department. Section 12. Disability of Governor)

State Statute: ## - ## - ##. *Name of Provision*. (Example - 1-1-110. What officers constitute executive department.)

Federal Statute: Title # . U.S.C. Section # (Any common name for the statute)

State Regulation: Chapter # - Section # (Any common name for the regulation)

Federal Regulation: Title # C.F.R. Section # (Any common name for the regulation)

State Proviso: Proviso ##.# (*Proviso Description*), 2015-16 (or whichever year is applicable) Appropriations Act Part 1B (Example - 117.9 (GP: Transfers of Appropriations), 2014-15

Appropriations Act, Part 1B.)

Note: Delete any rows not needed; Add any additional rows needed

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Deliverables

(Study Step 1: Agency Legal Directives, Plan and Resources)

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Generator Project – 2015
John de la Howe School
McCormick, SC

At-risk children from across South Carolina between the ages of 12 and 18 who are dealing with behavior, emotional or academic challenges, along with their families, seek hope and change at John de la Howe School. Residential care is offered on a campus situated on 1,200 acres in rural McCormick County near Lake Thurmond. The average student spends 9 to 18 months at the school. Students, along with their families, concentrate on positive ways to interact, build relationships and improve in the classroom.

John de la Howe School has adopted six goals to assist in this process. These are: (1) Improving the personal development and academic achievement levels of the youth; (2) Improving the achievement levels of youth completing the program; (3) Improving the cost effectiveness of services rendered; (4) Improving the efficiency of services; (5) Improving public awareness of the agency's services and accomplishments; and (6) Strengthening the family interaction and support for these youth so that when they return to their homes they do not become entrapped in either the social welfare or penal systems. Investing in services targeted to help our state's most vulnerable youth on the front end can provide results that will improve the quality of life for these students, their families and, in the end, lessen the burden for other South Carolinians.

Mission

John de la Howe School provides a safe haven for children to heal, grow and make lasting changes through counseling, education and a culture of care and personal development.

Now in its 218th year, John de la Howe School is the state's oldest residential care facility and institution. From day one, the agency's mission has always focused on the disadvantaged children of South Carolina. It has evolved into a state agency serving vulnerable, at-risk children, many of whom are facing major challenges in their homes, schools and communities. The goal is to prepare them to be productive citizens who can return home to make contributions to their families, communities and home school systems. As a Level II facility, the agency serves children and youth with moderate emotional and behavioral issues. Most placement requests (85%) are initiated by parents or guardians. Other placements come from state child welfare agencies. Youth in grades 6-12 are the target population for John de la Howe School, which is the only school in the state that accepts students who have been expelled from their home school districts. This past year the agency served children from 21 of our state's counties, and at some point children in each of the 46 counties have found refuge at John de la Howe School. A total of 122 students were served in the past year.

After a period of transition in leadership last year, achieving a level of stability was one of the major objectives of the 2014-15 fiscal year. With the addition of another new trustee in the winter, the board now stands at eight, its highest level in more than three years. The agency's new President completed his first year on the job, and senior leadership experienced its lowest level of turnover in a number of years. This ensured some level of continuity in providing a higher quality of services and allowed staff more opportunity to focus on better outcomes for the children and families seeking our help. Progress is monitored through regular surveys designed to track the behaviors and family life of both current and past students.

The academic label of “over-age and under-credited” fits many of the students served at John de la Howe School. Approximately 85% of students have documented trauma such as the death of a close family member or friend, family separation, and/or emotional, physical and sexual abuse; 65% are prescribed some form of psychotropic drug; and 7% have been expelled from their home schools.

The agency operates with a mandated tuition requirement. However, at least 65% of the families served are unable to pay more than the minimum rate on a sliding scale according to net income. Even the minimal rate proves to be a challenge for many of our families living at or below the poverty line. The 2015 Kids Count Data Book bears this out, reporting 292,000 children in South Carolina live in poverty and that the state ranks 42nd in the nation in child well-being.

Approximately two-thirds of the students served at John de la Howe School are African-American, with boys outnumbering girls two to one. This can be attributed to the fact that African-American students are three times more likely to be suspended or expelled from school, which often begins a downward spiral that sets them up for failure in other aspects of their lives.

Designated as a state special school, JDLHS serves as a supportive environment for at-risk students of all racial and ethnic backgrounds. In addition to residential care 24 hours a day, 7 days a week, JDLHS offers an array of 24-hour therapeutic care. “Think:Kids,” a cognitive-behavioral therapeutic intervention recommended for treatment of at-risk youth, has been utilized since 2011. Staff took part in training and the agency has continued its implementation of this approach to behavioral issues in both residential and day students. Training in the “Mindset” system of preventing and managing aggressive behavior is also being implemented.

The Wilderness Program, which serves boys in grades 6-8, uses a modified Campbell-Loughmiller approach. This includes daily group goal setting and problem resolution. Both approaches result in positive behavior changes of students and assist them in their abilities to cope with frustrations and challenges, and they contribute to a climate of cohesive support and encouragement for youth on the JDLHS campus.

Generator Project

In order to be able to continue to serve the needs of our students in the event of a power outage, John de la Howe is seeking at least two power generators that would allow our students to have heat and warm food. This would enable us to keep them on campus instead of having to return them to their homes across the state in the event of a major winter storm or other weather related emergency. Our emergency generator project calls for two generators that would power three of our residential cottages. An area business that utilizes a back-up generator is working with a consultant to increase their output and will likely purchase a new, larger generator in the months ahead. After discussions with their CEO and board president, we are optimistic their used generator will be donated to John de la Howe School. This would allow us to power two cottages to house two-thirds of our population in the event of an emergency. We are asking the Self Family Foundation to consider helping us purchase a second used generator to power a third cottage to be used in a weather emergency. This would serve the other one-third of our student population in the event of a storm. Our request to the Self Family Foundation would cover the cost of the generator (\$15,000) and installation (\$6,400) for a total of \$21,400. John de la Howe School and its Foundation would be responsible for the remainder of the \$33,400 project, which would include the installation of 400 AMP switching gear (\$9,400), a concrete pad (\$800) and the rental of a crane (\$1,800) for a total of \$12,000.

John de la Howe School believes this safer and more stable environment will better enable us to serve the behavioral needs of our students. We will continue to monitor and track youth progress in meeting personal development and family-related goals are identified in the Individual Plan of Care utilized for each youth on campus. Our goal is to help them improve their behavior and be re-united with their families and school districts back home.

Laws

(Study Step 1: Agency Legal Directives, Plan and Resources)

Agency Responding	John de la Howe School
Date of Submission	31-Mar-17

Note: Delete any rows not needed; Add any additional rows needed

Item #	Law Number	Jurisdiction	Type of Law	Statutory Requirement and/or Authority Granted	Does this law specify who the agency must serve? (Y/N)	Does this law specify a deliverable the agency must or may provide? (Y/N)
1	7.6	State	Proviso	John de la Howe Board to work with advisory group to develop recommendation for an educational, vocation and life skills training program for older youth	Yes	Yes
2	59-49-10	State	Statute	John de la Howe School established in accordance with purposes of JDLH will	Yes	Yes
3	59-49-20	State	Statute	School to be governed by board appointed by Governor	No	No
4	59-49-30	State	Statute	Trustees required to attend at least one meeting a year	No	No
5	59-49-40	State	Statute	Board to meet at least quarterly and at least once a year at school	No	No
6	59-49-60	State	Statute	Trustees to receive per diem and mileage as provided by state law	Yes	Yes
7	59-49-70	State	Statute	School declared a body corporate and powers defined	No	No
8	59-49-80	State	Statute	Board shall elect Superintendent to lead agency	No	No
9	59-49-90	State	Statute	Board, Superintendent subject to oath; Superintendent to execute bond	No	No
10	59-49-100	State	Statute	Purpose of John de la Howe School to carry out wishes of will of Dr. de la Howe	Yes	Yes
11	59-49-110	State	Statute	Trustees empowered to improve school's forestry and farm practices	No	Yes
12	59-49-120	State	Statute	Estate of Dr. de la Howe appropriated for support of school	Yes	Yes
13	59-49-130	State	Statute	School may used all money received through Clark's Hill Project	No	Yes
14	59-49-140	State	Statute	Trustees set rules, regulations for governance of school	No	No
15	59-49-150	State	Statute	Families of students who can pay for their care in full or part	No	No
16	94-142	Federal	Statute	All children with disabilities guaranteed free public education	Yes	Yes

(Study Step 1: Agency Legal Directives, Plan and Resources)

Did the agency have an exit interview and/or survey, evaluation, etc. when employees left the agency in 2013-14; 2014-15; or 2015-16? (Y/N)	Yes
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Note: Delete any rows not needed; Add any additional rows needed

[illegible]

Organizational Units

(Study Step 1: Agency Legal Directives, Plan and Resources)

[illegible]

Performance Measures
(Study Step 2: Performance)

Agency Responding	John de la Howe School
Date of Submission	

Types of Performance Measures: Outcome Measure - A quantifiable indicator of the public and customer benefits from an agency's actions. Outcome measures are used to assess an agency's effectiveness in serving its key customers and in achieving its mission, goals and objectives. They are also used to direct resources to strategies with the greatest effect on the most valued outcomes. Outcome measures should be the first priority. Example - % of licensees with no violations. Efficiency Measure - A quantifiable indicator of productivity expressed in unit costs, units of time, or other ratio-based units. Efficiency measures are used to assess the cost-efficiency, productivity, and timeliness of agency operations. Efficiency measures	Note: Delete any rows not needed; Add any additional rows needed
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Performance Measure	Type of Measure:	Agency selected; Required by State; or Required by Federal:	Who performs the best in the country on this measure? (could be gov't, private, etc.)	Time Applicable	Actual Results (& Target Results) Time Period #1	Actual Results (& Target Results) Time Period #2	Actual Results (& Target Results) Time Period #3	Actual Results (& Target Results) Time Period #4	Actual Results (& Target Results) Time Period #5 (most recent completed time period)	Target Results Time Period #6 (current time period)
Increase percent of students passing the ACT Aspire Math	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	40%	42% (44%)	6% (46%)	A (46%)	TBD at end of current Fiscal Year
Increase percent of students passing the ACT Aspire ELA	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	37%	39% (41%)	6% (43%)	A (43%)	TBD at end of current Fiscal Year
Increase percent of students passing the SC EOC English I Exam	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	48%	50% (52%)	29% (34%)	44% (54%)	TBD at end of current Fiscal Year
Increase percent student passing SC EOC Algebra I Exam	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	50%	52% (54%)	50% (56%)	79% (56%)	TBD at end of current Fiscal Year
Increase percent students improving on STAR Math Assessment	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	20% (40%)	37% (60%)	16% (60%)	TBD at end of current Fiscal Year
Increase percent students improving on STAR Reading Assessment	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	20% (40%)	43% (60%)	35% (60%)	TBD at end of current Fiscal Year
Increase percent students improving on Success Criterion	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (65%)	Not Documented (70%)	Not Documented (65%)	TBD at end of current Fiscal Year
Improve SCDE Accreditation Rating (District)	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection		Warned (All Clear)	All Clear (All Clear)	Advised (All Clear)	TBD at end of current Fiscal Year
Increase residential occupancy capacity	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	72	72 (96)	80 (100)	120 (120)	TBD at end of current Fiscal Year
Increase participation level of Day Program	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	5	5 (10)	17 (18)	27 (N/A)	TBD at end of current Fiscal Year
Increase number of youth served annually	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	113	113 (133)	127 (133)	106 (120)	TBD at end of current Fiscal Year
Increase number of licensed cottages	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	7	7 (9)	10 (10)	10 (10)	TBD at end of current Fiscal Year
Increase number of youth placements from Department Social Services	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	0	1 (5)	2 (5)	6 (5)	TBD at end of current Fiscal Year
Increase number of youth placements from Department of Mental Health	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	4	4 (8)	0 (0)	0 (0)	TBD at end of current Fiscal Year
Increase number of youth placements from Department Juvenile Justice	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	0	0 (5)	5 (10)	0 (10)	TBD at end of current Fiscal Year
Increase number youth placements from school districts	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	0	0 (5)	0 (0)	0 (10)	TBD at end of current Fiscal Year
Reduce average daily cost of services for each youth	Efficiency	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	\$240.17	\$240.17 (\$190.73)	\$121.00 (\$151.00)	\$117.00 (\$151.00)	TBD at end of current Fiscal Year
Reduce average annual cost of services for each youth	Efficiency	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	\$87,600.00	\$87,600.00	\$44316.00 (\$42,857.00)	\$42,857.00 (42,857.00)	TBD at end of current Fiscal Year
Reduce time to complete work orders	Efficiency	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	15% (10%)	33% (30%)	50% (70%)	TBD at end of current Fiscal Year
Reduce time to process requisitions to pay vendors	Efficiency	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	25% (20%)	25% (20%)	15% (10%)	TBD at end of current Fiscal Year
Improve supervisor feedback to employees	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (100%)	98% (100%)	100% (100%)	TBD at end of current Fiscal Year
Increase incentives for positive behavior changes	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented	Not Documented (70%)	Not Documented (500%)	TBD at end of current Fiscal Year
Increase parent satisfaction with improvement to child's behavior	Output	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (85%)	80% (85%)	86% (90%)	TBD at end of current Fiscal Year
Improve employee satisfaction with work environment	Output	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (85%)	55% (70%)	69% (70%)	TBD at end of current Fiscal Year
Improve youth satisfaction with learning environment	Output	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (85%)	76.5% (80%)	76.5 % (80%)	TBD at end of current Fiscal Year
Increase academic promotion for exiting youths	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented	81% (80%)	81% (80%)	TBD at end of current Fiscal Year

Performance Measures
(Study Step 2: Performance)

Performance Measure	Type of Measure:	Agency selected; Required by State; or Required by Federal:	Who performs the best in the country on this measure? (could be gov't, private, etc.)	Time Applicable	Actual Results (& Target Results) Time Period #1	Actual Results (& Target Results) Time Period #2	Actual Results (& Target Results) Time Period #3	Actual Results (& Target Results) Time Period #4	Actual Results (& Target Results) Time Period #5 (most recent completed time period)	Target Results Time Period #6 (current time period)
Expand information available on agency website (Budget, Video added)	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	Limited Pages	Limited Pages	15 pgs (17 pgs)	17 pgs (19 pgs)	TBD at end of current Fiscal Year
Increase number of youth completing high school	Output	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (80%)	66% (100%)	66% (100%)	TBD at end of current Fiscal Year
Conduct the number of monthly therapeutic sessions established for each youth (ranges from 1-4)	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	2	2 (2)	2 (3)	3(3)	TBD at end of current Fiscal Year
Increase integration of frontline services for youth	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (50%)	Not Documented (80%)	64.8 % (80%)	TBD at end of current Fiscal Year
Increase percentage of students with marketable skills	Outcome	Agency selected		July 1, 2016-June 30, 2017	Not required at time of collection	Not Documented	Not Documented (40%)	100% (60%)	94% (95%)	TBD at end of current Fiscal Year
Increase the average of residential occupancy rate	Outcome	Required by State		July 1, 2016-June 30, 2017	Not required at time of collection	51.8	65 (82)	127 Total Served (96 Total Served)	106 Total Served (104 Total Served)	TBD at end of current Fiscal Year

Strategic Budgeting (2016-17)

(Study Step 1: Agency Legal Directives, Plan and Resources)

Agency Responding	John de la Howe School
Date of Submission	

Note: The details are requested to avoid agencies "arbitrarily" assigning numbers.

Line

1	Does the agency have any money that is not tracked through SCEIS? (Y/N) (If yes, please outline further by responding to Line 15 under Part B1)	No
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PART A1 - Cash Balances and Revenue Generated

--> The amounts below relate to the agency's cash.

--> The Committee understands the (a) agency is only permitted to spend amounts appropriated or authorized, which is addressed in Part A2; and (b) agency may have more cash than it is permitted to spend.

Line #	Funding Source	Total		
2	Funding Source (if funding sources are combined, do not combine recurring with one-time)	n/a	n/a	
3	2015-16 Total revenue generated	\$563,079	n/a	
4	2016-17 Total estimated revenue	\$49,500	n/a	
5	Fund # and Description (Expendable Level - 8 digit) (full set of financials available for each through SCEIS)	n/a	n/a	

	Cash Balances	Total	n/a	
6	Fund # and Description (Expendable Level - 8 digit) (full set of financials available for each through SCEIS)	n/a	n/a	
8	Cash balance as of June 30, 2016 (end of FY 2015-16)	\$1,158,191	n/a	

PART A2 - Funds Appropriated and Authorized for 2016-17 (i.e. Allowed to spend)

--> The Committee understands the agency may be appropriated or authorized to spend additional money during the year.

Line #	Funding Source				
9	Funding Source	n/a	n/a	0	0
10	Recurring or one-time?	n/a	n/a		

	Appropriation and Authorization Details	Totals - Start of year	Totals - End of year	End of Year	End of Year
11	Amounts appropriated, and amounts authorized, to the agency for 2015-16 that were not spent AND the agency can spend in 2016-17	\$590,614	n/a		
12	Amounts appropriated, and amounts authorized, to the agency for 2016-17	\$659,670	n/a		
13	Total Appropriated and Authorized (i.e. allowed to spend)	\$7,187,354	n/a	\$0	\$0

Strategic Budgeting (2016-17)
(Study Step 1: Agency Legal Directives, Plan and Resources)

PART B1 - Utilization of Funds in 2016-17

--> The Committee understands amount the agency budgeted and spent per objective are estimates from the agency. The information is acceptable as long as the agency has a logical basis, which the Committee may ask the agency to explain, as to how it reached the numbers it provided.

Line #	Funding Source	Totals			
14	Funding Source	n/a	n/a	0	0
15	Database(s) through which expenditures are tracked (See instructions for further details)	n/a	n/a		
16	Recurring or one-time?	n/a	n/a	0	0
17	External restrictions (from state or federal government, grant issuer, etc.), if any, on how the agency can use the money from each funding source	n/a	n/a		
18	State Funded Program # and Description	n/a	n/a		

19	Current Objectives	Totals Planned to Utilize - Start of year	Totals Utilized - End of year	Budgeted to utilize - Start of year	Budgeted to utilize - Start of year
	Objective 1.1.1: Increase the average number of residential campus participants to 96 by June 2016	\$182,973	n/a		
	Objective 1.1.2: Increase the number of residential beds that meet health and safety standards and licensing regulations to serve 96 youth by December of 2015	\$175,368	n/a		
	Objective 1.1.3: Serve at least 96 residential youth over the fiscal year by June of 2016	\$375,368	n/a		
	Objective 1.2.1: Increase the number of campsites from 2 to 3 by March of 2016	\$175,368	n/a		
	Objective 1.2.2: Increase the number of youth served in Wilderness Program from 14 to 20 by March of 2016	\$175,368	n/a		
	Objective 1.3.1: Increase the percent of teachers determined to be highly effective by classroom observations to 60% by end of school year	\$63,396	n/a		
	Objective 1.3.2: Continue to maintain 100% on teachers completing ADEPT Performance Standard Training	\$63,396	n/a		
	Objective 1.3.3: Offer professional development plans going forward to 100% of teachers not completing or attaining successful ADEPT rating	\$63,396	n/a		
	Objective 1.4.1: Increase to 100% the number of therapeutic staff who will have accurate position descriptions and employee performance management systems planning and evaluation objectives aligned to the agency's mission by May 2016	\$348,037	n/a		
	Objective 2.1.1: Reduce time to complete work orders by 25% by June, 2016	\$83,694	n/a		
	Objective 2.1.2: Reduce time to process requisitions to pay vendors by 20% by June, 2016	\$91,161	n/a		
	Objective 2.1.3: Continue to secure and back up agency data as completed in 2015 project	\$91,161	n/a		
	Objective 2.2.1: Continue to inventory IT assets as completed in past year and inventory 50% of agency property not currently recorded	\$141,161	n/a		
	Objective 2.2.2: Establish and maintain deferred maintenance schedule by February, 2016	\$576,161	n/a		
	Objective 2.2.3: Institute performance management system to show results in relation to costs by March, 2016	\$91,161	n/a		
	Objective 2.2.4: Campus wide facility assessment performed in 2015 and will be maintained going forward	\$120,000	n/a		
	Objective 2.2.5: Complete roofing and plumbing replacement in cafeteria by February, 2016	\$91,161	n/a		
	Objective 2.2.6: Evaluate staffing for cost effective deployment of mandated ratios for youth supervision, ongoing monthly	\$176,461	n/a		
	Objective 2.3.1: Increase percentage of support staff with accurate position descriptions, employee performance management system planing and evaluation objectives aligned to agency's mission by 5% by May, 2016	\$176,461	n/a		
	Objective 2.3.2: Assure 100% of new hires participate in agency and job specific orientation with first two weeks of employment	\$168,994	n/a		
	Objective 3.1.1: Improve SCDE Accreditation status (district now all-clear and LS Brice School on target to reduce all deficiencies by June, 2016	\$63,206	n/a		
	Objective 3.1.2: Reduce to zero the deficiencies indicated in most recent accreditation classification by June 2016	\$63,206	n/a		

Strategic Budgeting (2016-17)
(Study Step 1: Agency Legal Directives, Plan and Resources)

Objective 3.2.1: Attain at least a 50% satisfaction rating by students, parents and staff with the learning environment, to be reported on school report card survey at end of 2015-16 school year	\$63,206	n/a		
Objective 3.2.2: Provide campus orientation to 100% of new residential enrollees within first week of arrival	\$350,757	n/a		
Objective 3.2.3: Provide 100% of youth with active treatment teams throughout year	\$181,763	n/a		
Objective 3.2.4: Increase to 100% number of youth with positive reinforcements and feedback documented in BestNotes by June, 2016	\$237,554	n/a		
Objective 3.2.5: Attain percentage of parents reporting they are satisfied with improvements in their child's behavior to 85% by June, 2016	\$237,554	n/a		
Objective 3.2.6: Continue to conduct two morale building activities for staff by August, 2016	\$176,409	n/a		
Objective 3.2.7: Administer at least three climate surveys annually for staff, parents, and students by June, 2016	\$314,954	n/a		
Objective 3.3.1: Expand number of civic, faith-based and governmental groups that know and support the JDLHS mission with outreach presentations to 4 new groups by June, 2016	\$7,415	n/a		
Objective 3.3.2: Provide board and staff liaison with JDLHS Foundation and Alumni to keep them informed through at least 10 meetings and 4 events by June, 2016	\$7,415	n/a		
Objective 3.3.3: Continue to update and enhance new JDLHS website ongoing through June, 2016	\$7,415	n/a		
Objective 4.1.1: Increase percentage of students passing ACT Aspire Math exams to 46% by June, 2016	\$62,192	n/a		
Objective 4.1.2: Increase percentage of students passing SC EOC Algebra I exam to 56% by June, 2016	\$62,192	n/a		
Objective 4.1.3: Increase percentage of students showing growth via STAR Math Assessment results to 60% by June, 2016	\$62,192	n/a		
Objective 4.2.1: Increase percentage of students passing the ACT Aspire exams to 43% by June, 2016	\$62,192	n/a		
Objective 4.2.2: Increase percentage of students passing SC EOC exam for English I to 54% by June, 2016	\$62,192	n/a		
Objective 4.2.3: Increase percentage of students showing growth via STAR Reading Assessment results to 60% by June, 2016	\$62,192	n/a		
Objective 4.3.1: 80% of youth attending JDLHS will be promoted or be on course to being promoted to the next academic grade or school level by June, 2016	\$62,192	n/a		
Objective 4.3.2: 100% of exited youth continuing to reside in SC will be enrolled in middle school, high school or college as of June, 2016	\$62,192	n/a		
Objective 5.1.1: Percentage of exiting students achieving successful discharge with 3 or higher (on 5 point) success criterion scale for their individual care plans will increase to 90% by June, 2016	\$181,763	n/a		
Objective 5.1.2: Provide 100% of youth with therapeutic services as specified in their individual care plan ongoing	\$181,763	n/a		
Objective 5.1.3: Ensure 100% of youth receive clinical therapy sessions according to their individual care plan, an average of three by June, 2016	\$181,763	n/a		
Objective 5.1.4: Increase percent of recreational activities that advance student progression their individual care plans to 85% by June, 2016	\$181,763	n/a		
Objective 5.1.5: Increase percent of JDLHS exited youth who demonstrate improved behavior 12 months after leaving to 85% by June, 2016	\$119,438	n/a		
Objective 5.2.1: Increase percentage of students in grades 6-10 acquiring marketable skills to 60% by June, 2016	\$59,719	n/a		
Total planned to utilize on Agency Objectives in 2016-17	\$6,544,845	n/a		

20	Unrelated Purpose (pass through or other purpose unrelated to agency's strategic plan)	Totals Planned to Utilize - Start of year	Totals Utilized - End of year	Budgeted to utilize - Start of year	Budgeted to utilize - Start of year
	<i>Unrelated Purpose #1 - insert description:</i>		n/a		
	<i>Unrelated Purpose #2 - insert description:</i>		n/a		
	<i>Insert any additional unrelated purposes</i>		n/a		
	Total planned to utilize on purposes unrelated to Agency Objectives in 2016-17				

PART B2 - Appropriations and authorizations remaining at the end of 2015-16

Strategic Budgeting (2016-17)
(Study Step 1: Agency Legal Directives, Plan and Resources)

Line #	Totals	Start of Year	End of Year		
	Funding Source	n/a	n/a	0	0
21	Appropriated and authorized	\$7,187,354	n/a		
22	(minus) Planned to utilize on Agency Objectives in 2016-17	\$6,544,845	n/a		
23	(minus) Planned to utilize on purposes unrelated to Agency Objectives in 2016-17		n/a		
24	Amount of appropriations and authorizations remaining	\$642,509	n/a		
25	Amount remaining as % of total appropriations and authorizations	8.94%	n/a	#DIV/0!	#DIV/0!
26	Explanation for Amount Remaining:				
	Encumber to continue deferred maintenance and contingency set-aside for aged infrastructure				

Strategic Spending (2015-16)
(Study Step 1: Agency Legal Directives, Plan and Resources)

Agency Responding	John de la Howe School
Date of Submission	

Note: The details are requested to avoid agencies "arbitrarily" assigning numbers.

Line #

1	Does the agency have any money that is not tracked through SCEIS? (Y/N) (If yes, please outline further by responding to Line 15 under Part B1)	No
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PART A1 - Cash Balances and Revenue Generated

--> The amounts below relate to the agency's cash.

--> The Committee understands the (a) agency is only permitted to spend amounts appropriated or authorized, which is addressed in Part A2; and (b) agency may have more cash than it is permitted to spend.

Line #	Funding Source	Total		
2	Funding Source (if funding sources are combined, do not combine recurring with one-time)	n/a	n/a	
3	2014-15 Total revenue generated	\$563,079	n/a	
4	2015-16 Total revenue generated	\$742,782	n/a	
5	Fund # and Description (Expendable Level - 8 digit) (full set of financials available for each through SCEIS)	n/a	n/a	

	Cash Balances	Total	n/a	
6	Fund # and Description (Expendable Level - 8 digit) (full set of financials available for each through SCEIS)	n/a	n/a	
7	Cash balance as of June 30, 2015 (end of FY 2014-15)	\$1,688,037	n/a	
8	Cash balance as of June 30, 2016 (end of FY 2015-16)	\$1,158,191	n/a	

PART A2 - Funds Appropriated and Authorized for 2015-16 (i.e. Allowed to spend)

--> The Committee understands the agency may be appropriated or authorized to spend additional money during the year.

Line #	Funding Source				
9	Funding Source	n/a	n/a	0	0
10	Recurring or one-time?	n/a	n/a		

	Appropriation and Authorization Details	Totals - Start of year	Totals - End of year	End of Year	End of Year
11	Amounts appropriated, and amounts authorized, to the agency for 2014-15 that were not spent AND the agency can spend in 2015-16	\$944,082			
12	Amounts appropriated, and amounts authorized, to the agency for 2015-16	\$7,080,709			
13	Total Appropriated and Authorized (i.e. allowed to spend)	\$7,387,503		\$0	\$0

Strategic Spending (2015-16)
(Study Step 1: Agency Legal Directives, Plan and Resources)

PART B1 - Utilization of Funds in 2015-16

--> The Committee understands amount the agency budgeted and spent per objective are estimates from the agency. The information is acceptable as long as the agency has a logical basis, which the Committee may ask the agency to explain, as to how it reached the numbers it provided.

Line #	Funding Source	Totals			
14	Funding Source	n/a	n/a	0	0
15	Database(s) through which expenditures are tracked (See instructions for further details)	n/a	n/a		
16	Recurring or one-time?	n/a	n/a	0	0
17	External restrictions (from state or federal government, grant issuer, etc.), if any, on how the agency can use the money from each funding source	n/a	n/a		
18	State Funded Program # and Description	n/a	n/a		

19	Current Objectives	Totals Planned to Utilize - Start of year	Totals Utilized - End of year	End of Year	End of Year
	Objective 1.1.1: Increase the average number of residential campus participants to 96 by June 2016	\$157,861			
	Objective 1.1.2: Increase the number of residential beds that meet health and safety standards and licensing regulations to serve 96 youth by December of 2015	\$148,610			
	Objective 1.1.3: Serve at least 96 residential youth over the fiscal year by June of 2016	\$148,610			
	Objective 1.2.1: Increase the number of campsites from 2 to 3 by March of 2016	\$148,610			
	Objective 1.2.2: Increase the number of youth served in Wilderness Program from 14 to 20 by March of 2016	\$148,610			
	Objective 1.3.1: Increase the percent of teachers determined to be highly effective by classroom observations to 60% by end of school year	\$85,292			
	Objective 1.3.2: Continue to maintain 100% on teachers completing ADEPT Performance Standard Training	\$85,292			
	Objective 1.3.3: Offer professional development plans going forward to 100% of teachers not completing or attaining successful ADEPT rating	\$85,292			
	Objective 1.4.1: Increase to 100% the number of therapeutic staff who will have accurate position descriptions and employee performance management systems planning and evaluation objectives aligned to the agency's mission by May 2016	\$327,840			
	Objective 2.1.1: Reduce time to complete work orders by 25% by June, 2016	\$99,630			
	Objective 2.1.2: Reduce time to process requisitions to pay vendors by 20% by June, 2016	\$99,630			
	Objective 2.1.3: Continue to secure and back up agency data as completed in 2015 project	\$99,630			
	Objective 2.2.1: Continue to inventory IT assets as completed in past year and inventory 50% of agency property not currently recorded	\$99,630			
	Objective 2.2.2: Establish and maintain deferred maintenance schedule by February, 2016	\$99,630			
	Objective 2.2.3: Institute performance management system to show results in relation to costs by March, 2016	\$99,630			
	Objective 2.2.4: Campus wide facility assessment performed in 2015 and will be maintained going forward	\$99,630			
	Objective 2.2.5: Complete roofing and plumbing replacement in cafeteria by February, 2016	\$99,630			
	Objective 2.2.6: Evaluate staffing for cost effective deployment of mandated ratios for youth supervision, ongoing monthly	\$183,109			
	Objective 2.3.1: Increase percentage of support staff with accurate position descriptions, employee performance management system planing and evaluation objectives aligned to agency's mission by 5% by May, 2016	\$183,109			
	Objective 2.3.2: Assure 100% of new hires participate in agency and job specific orientation with first two weeks of employment	\$174,026			
	Objective 3.1.1: Improve SCDE Accreditation status (district now all-clear and LS Brice School on target to reduce all deficiencies by June, 2016	\$85,061			
	Objective 3.1.2: Reduce to zero the deficiencies indicated in most recent accreditation classification by June 2016	\$85,061			

Strategic Spending (2015-16)
(Study Step 1: Agency Legal Directives, Plan and Resources)

Objective 3.2.1: Attain at least a 50% satisfaction rating by students, parents and staff with the learning environment, to be reported on school report card survey at end of 2015-16 school year	\$85,061			
Objective 3.2.2: Provide campus orientation to 100% of new residential enrollees within first week of arrival	\$330,792			
Objective 3.2.3: Provide 100% of youth with active treatment teams throughout year	\$156,766			
Objective 3.2.4: Increase to 100% number of youth with positive reinforcements and feedback documented in BestNotes by June, 2016	\$232,807			
Objective 3.2.5: Attain percentage of parents reporting they are satisfied with improvements in their child's behavior to 85% by June, 2016	\$183,046			
Objective 3.2.6: Continue to conduct two morale building activities for staff by August, 2016	\$348,617			
Objective 3.2.7: Administer at least three climate surveys annually for staff, parents, and students by June, 2016	\$9,020			
Objective 3.3.1: Expand number of civic, faith-based and governmental groups that know and support the JDLHS mission with outreach presentations to 4 new groups by June, 2016	\$9,020			
Objective 3.3.2: Provide board and staff liaison with JDLHS Foundation and Alumni to keep them informed through at least 10 meetings and 4 events by June, 2016	\$9,020			
Objective 3.3.3: Continue to update and enhance new JDLHS website ongoing through June, 2016	\$83,699			
Objective 4.1.1: Increase percentage of students passing ACT Aspire Math exams to 46% by June, 2016	\$83,699			
Objective 4.1.2: Increase percentage of students passing SC EOC Algebra I exam to 56% by June, 2016	\$83,699			
Objective 4.1.3: Increase percentage of students showing growth via STAR Math Assessment results to 60% by June, 2016	\$83,699			
Objective 4.2.1: Increase percentage of students passing the ACT Aspire exams to 43% by June, 2016	\$83,699			
Objective 4.2.2: Increase percentage of students passing SC EOC exam for English I to 54% by June, 2016	\$83,699			
Objective 4.2.3: Increase percentage of students showing growth via STAR Reading Assessment results to 60% by June, 2016	\$83,699			
Objective 4.3.1: 80% of youth attending JDLHS will be promoted or be on course to being promoted to the next academic grade or school level by June, 2016	\$83,699			
Objective 4.3.2: 100% of exited youth continuing to reside in SC will be enrolled in middle school, high school or college as of June, 2016	\$83,699			
Objective 5.1.1: Percentage of exiting students achieving successful discharge with 3 or higher (on 5 point) success criterion scale for their individual care plans will increase to 90% by June, 2016	\$157,460			
Objective 5.1.2: Provide 100% of youth with therapeutic services as specified in their individual care plan ongoing	\$157,460			
Objective 5.1.3: Ensure 100% of youth receive clinical therapy sessions according to their individual care plan, an average of three by June, 2016	\$157,460			
Objective 5.1.4: Increase percent of recreational activities that advance student progression their individual care plans to 85% by June, 2016	\$157,460			
Objective 5.1.5: Increase percent of JDLHS exited youth who demonstrate improved behavior 12 months after leaving to 85% by June, 2016	\$157,460			
Objective 5.2.1: Increase percentage of students in grades 6-10 acquiring marketable skills to 60% by June, 2016	\$81,002			
Total utilized on Agency Objectives in 2015-16	\$5,829,165	\$0		

20	Unrelated Purpose (pass through or other purpose unrelated to agency's strategic plan)	Totals Planned to Utilize - Start of year	Totals Utilized - End of year	End of Year	End of Year
	<i>Unrelated Purpose #1 - insert description:</i>				
	<i>Unrelated Purpose #2 - insert description:</i>				
	<i>Insert any additional unrelated purposes</i>				
	Total utilized on purposes unrelated to Agency Objectives in 2015-16				

PART B2 - Appropriations and authorizations remaining at the end of 2015-16

Strategic Spending (2015-16)
(Study Step 1: Agency Legal Directives, Plan and Resources)

Line #	Totals	Start of Year	End of Year		
	Funding Source	n/a	n/a	0	0
21	Appropriated and authorized	\$7,387,503	\$0	\$0	\$0
22	(minus) Utilized on Agency Objectives in 2015-16	\$0	\$0		
23	(minus) Utilized on purposes unrelated to Agency Objectives in 2015-16				
24	Amount of appropriations and authorizations remaining	\$0	\$0		
25	Amount remaining as % of total appropriations and authorizations	0.00%	#DIV/0!	#DIV/0!	#DIV/0!
26	Explanation for Amount Remaining:				
	Implement the deferred maintenance on buildings and address agency needs.				

Strategic Plan Summary
(Study Step 1: Agency Legal Directives, Plan and Resources; and Study Step 2: Performance)

Agency Responding	John de la Howe School
Date of Submission	3/31/2017

Mission: To provide a safe place for children to heal, grow and make lasting changes through counseling, education and a culture of care and
Legal Basis: 59-49-10 (John de la Howe will); 59-49-100 (Purpose of school); 59-49-120 (Estate appropriated for support of school)
Vision: To be a state leader in delivering relevant and effective programs that advance behavioral health care, education and positive family
Legal Basis: 59-49-10 (John de la Howe will); 59-49-100 (Purpose of school); 59-49-120 (Estate appropriated for support of school)

Strategic Plan Part and Description (2016-17) (e.g., Goal 1 - Insert Goal 1; Strategy 1.1 - Insert Strategy 1.1; Objective 1.1.1 - Insert Objective 1.1.1)	Intended Public Benefit/Outcome: (Ex. Outcome = incidents decrease and public perceives that the road is safer)	2015-16		2016-17		Associated Performance Measures	Associated Organizational Unit(s)	Responsible Employee Name & Time staff member has been responsible for the goal or objective (e.g. John Doe (responsible less than 3 years) or Jane Doe (responsible more than 3 years))	Does this person have input into the budget for this goal, strategy or objective? (Y/N)	Partner(s), by segment, the agency works with to achieve the objective (Federal Government; State Government; Local Government; Higher Education Institute; K-12 Education Institute; Private Business; Non-Profit Entity; Individual; or Other)
		Total # of FTEs available; and filled	Total amount Appropriated and Authorized to Spend	Total # of FTEs available; and filled	Total amount Appropriated and Authorized to Spend					
		106; 67	4,199,151	98; 50	4,585,893					
		2015-16	2016-17	2015-16	2016-17					
		# of FTE equivalents utilized	Total amount spent	# of FTE equivalents planned to utilize	Total amount budgeted					
Goal 1: Education, Training and Human Development						See below				
Strategy 1.1: Improve the cost effectiveness of JDLHS therapeutic, residential and educational services by increasing the number of participants in the campus' programs						See below				
Objective 1.1.1: Increase the average number of residential campus participants to 96 by June 2016	Higher population = lower cost per child. Public perceives a better use of tax payer dollars	27	157,861	19	182,973	Increase number of youth placements from Department Social Services; Increase number of youth placements from Department Juvenile Justice; Increase number youth placements from school districts; Reduce average daily cost of services for each youth; Reduce average annual cost of services for each youth; Increase the average of residential occupancy rate; Increase number of youth placements from Department of Mental Health;	Residential Services, Wilderness Program	Daniel Wardlaw (less than 3 years)	Yes	DSS, DJJ, DMH, DOE, School Districts, Court System, DHEC, Fire Marshall
Objective 1.1.2: Increase the number of residential beds that meet health and safety standards and licensing regulations to serve 96 youth by December of 2015	Higher population = lower cost per child. Public perceives a better use of tax payer dollars	27	148,610	19	175,368	Increase number of youth placements from Department Social Services; Increase number of youth placements from Department Juvenile Justice; Increase number youth placements from school districts; Reduce average daily cost of services for each youth; Reduce average annual cost of services for each youth; Increase the average of residential occupancy rate; Increase number of youth placements from Department of Mental Health; Increase residential occupancy capacity; Increase number of licensed cottages;	Residential Services, Wilderness Program	Daniel Wardlaw (less than 3 years)	Yes	DSS, DJJ, DMH, DOE, School Districts, Court System, DHEC, Fire Marshall
Objective 1.1.3: Serve at least 96 residential youth over the fiscal year by June of 2016	Higher population = lower cost per child. Public perceives a better use of tax payer dollars	27	148,610	19	175,368	Increase number of youth placements from Department Social Services; Increase number of youth placements from Department Juvenile Justice; Increase number youth placements from school districts; Reduce average daily cost of services for each youth; Reduce average annual cost of services for each youth; Increase the average of residential occupancy rate; Increase number of youth placements from Department of Mental Health; Increase participation level of Day Program; Increase number of youth served annually;	Residential Services, Wilderness Program	Daniel Wardlaw (less than 3 years)	Yes	DSS, DJJ, DMH, DOE, School Districts, Court System, DHEC, Fire Marshall
Strategy 1.2: Increase the number of participants in the Wilderness Program						See below				
Objective 1.2.1: Increase the number of campsites from 2 to 3 by March of 2016	Higher population = lower cost per child. Public perceives a better use of tax payer dollars	8	148,610	6	175,368	Reduce average daily cost of services for each youth; Reduce average annual cost of services for each youth; Increase the average of residential occupancy rate; Increase number of youth served annually;	Wilderness Program	Daniel Wardlaw (less than 3 years)	Yes	DSS, DJJ, DMH, DOE, School Districts, Court System, DHEC, Fire Marshall
Objective 1.2.2: Increase the number of youth served in Wilderness Program from 14 to 20 by March of 2016	Higher population = lower cost per child. Public perceives a better use of tax payer dollars	8	148,610	6	175,368	Reduce average daily cost of services for each youth; Reduce average annual cost of services for each youth; Increase the average of residential occupancy rate; Increase number of youth served annually;	Wilderness Program	Daniel Wardlaw (less than 3 years)	Yes	DSS, DJJ, DMH, DOE, School Districts, Court System, DHEC, Fire Marshall
Strategy 1.3: Increase the effectiveness of educational staff by improving their knowledge and skills						See below				
Objective 1.3.1: Increase the percent of teachers determined to be highly effective by classroom observations to 60% by end of school year	N/A	17	85,292	N/A	63,396	None	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 1.3.2: Continue to maintain 100% of teachers completing ADEPT Performance Standard Training	Provide high level of education to the student population. Gain marketable skills in order to be productive in their communities	17	85,292	N/A	63,396	None	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 1.3.3: Offer professional development plans going forward to 100% of teachers not completing or attaining successful ADEPT rating	Provide professional development to improve teacher instruction.	17	85,292	N/A	63,396	None	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Strategy 1.4: Increase the effectiveness of therapeutic staff who will have accurate postion descriptions and employee performance management systems planning and evaluation objectives that are aligned to the agency's mission by May 2016						See below				
Objective 1.4.1: Increase to 100% the number of therapeutic staff who will have accurate position descriptions and employee performance management systems planning and evaluation objectives aligned to the agency's mission by May 2016	Responsible and accountable staff perform at a higher level yielding better results. Increases client satisfaction	3	327,840	2	348,037	Improve supervisor feedback to employees	Behavioral Health	Daniel Wardlaw (less than 3 years)	Yes	DMH, Cornerstone
Goal 2: Healthy and Safe Families						See below				
Strategy 2.1: Ensure administrative support processes facilitate the mission of the agency						See below				
Objective 2.1.1: Reduce time to complete work orders by 25% by June, 2016	Allow agency to operate more efficiency	9	90,547	9	83,694	Reduce time to complete work orders; Increase parent satisfaction with improvement to child's behavior; Improve employee satisfaction with work environment	Business	Sylvester Coleman (less than 3 years)	Yes	Vendors, DOA, Insurance Reserve Fund, SCBO, State Fleet, DOC
Objective 2.1.2: Reduce time to process requisitions to pay vendors by 20% by June, 2016	Ensure good working relationship with vendors for future utilization	3	99,630	3	91,161	Reduce time to process requisitions to pay vendors; Improve employee satisfaction with work environment	Business	Sylvester Coleman (less than 3 years)	Yes	Vendors, DOA, Insurance Reserve Fund, SCBO, State Fleet, DOC
Objective 2.1.3: Continue to secure and back up agency data as completed in 2015 project	Ensure that all data received and generated is handled in a private and secure manner. Ensures the IT system functions appropriately for agency use.	1	99,630	1	91,161	Improve employee satisfaction with work environment	Business	Sylvester Coleman (less than 3 years)	Yes	ITO, VM Ware
Strategy 2.2: Evaluate facility, equipment and staffing resources and needs						See below				
Objective 2.2.1: Continue to inventory IT assets as completed in past year and inventory 50% of agency property not currently recorded	Agency will be accountable for all IT assests in order to upgrade and update as necessary.	1	99,630	1	91,161	Improve youth satisfaction with learning environment; Improve employee satisfaction with work environment	Business	Sylvester Coleman (less than 3 years)	Yes	
Objective 2.2.2: Establish and maintain deferred maintenance schedule by February, 2016	Maintain integrity of physical buildings and grounds.	5	99,630	5	91,161	Improve youth satisfaction with learning environment; Increase parent satisfaction with improvement to child's behavior; Improve employee satisfaction with work environment	Business	Sylvester Coleman (less than 3 years)	Yes	
Objective 2.2.3: Institute performance management system to show results in relation to costs by March, 2016	Ensure cost effectiveness of allocated funds and best uses of resources	2	99,630	2	91,161	Reduce average daily cost of services for each youth; Reduce average annual cost of services for each youth;	Business	Sylvester Coleman (less than 3 years)	Yes	
Objective 2.2.4: Campus wide facility assessment performed in 2015 and will be maintained going forward	Keep facilities properly functioning and maintained	3	99,630	3	91,161	Improve youth satisfaction with learning environment; Increase parent satisfaction with improvement to child's behavior; Improve employee satisfaction with work environment	Business	Sylvester Coleman (less than 3 years)	Yes	Quackenbush
Objective 2.2.5: Complete roofing and plumbing replacement in cafeteria by February, 2016	Provide a safe and dequate dining facility	3	99,630	N/A	91,161	None	Business	Sylvester Coleman (less than 3 years)	Yes	

Strategic Plan Summary
(Study Step 1: Agency Legal Directives, Plan and Resources; and Study Step 2: Performance)

		Total # of FTEs available; and filled	Total amount Appropriated and Authorized to Spend	Total # of FTEs available; and filled	Total amount Appropriated and Authorized to Spend					
		106; 67	4,199,151	98; 50	4,585,893					
Objective 2.2.6: Evaluate staffing for cost effective deployment of mandated ratios for youth supervision, ongoing monthly	Ensure that allocated funds are being best used in terms of quality of direct care services provided. Lower cost per student	6	183,109	5	176,461	None	Residential Services	Daniel Wardlaw (less than 3 years)	Yes	
Strategy 2.3: Increase efficiency of support staff by improving their knowledge, skills						See below				
Objective 2.3.1: Increase percentage of support staff with accurate position descriptions, employee performance management system planing and evaluation objectives aligned to agency's mission by 5% by May, 2016	Provide staff with accurate descriptions of job duties and functions. Provide feedback to staff for purpose of professional development and job performance evaluation	67	183,109	50	176,461	Reduce time to complete work orders; Reduce time to process requisitions to pay vendors; Improve supervisor feedback to employees	HR	Zebulon Young (Less than 3 years)	Yes	
Objective 2.3.2: Assure 100% of new hires participate in agency and job specific orientation with first two weeks of employment	Ensure that new staff have the knowledge and skills necessary to perform job functions competently and confidently	2	174,026	2	168,994	Reduce time to complete work orders; Reduce time to process requisitions to pay vendors; Improve supervisor feedback to employees	HR	Zebulon Young (Less than 3 years)	Yes	SCDEW, SCDOA/DSHR
Goal 3: Improve accreditation status of educational services						See below				
Strategy 3.1: Maintain accreditation with appropriate organizations						See below				
Objective 3.1.1: Improve SCDE Accreditation status (district now all-clear and LS Brice School on target to reduce all deficiencies by June, 2016	Develop a MOA with McCormick County School District to address LS Brice School .deficiencies.	17	85,061	N/A	63,206	Improve SCDE Accreditation Rating (District); Improve youth satisfaction with learning environment; Improve employee satisfaction with work environment	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 3.1.2: Reduce to zero the deficiencies indicated in most recent accreditation classification by June 2016	Implement the MOA with McCormick County School District to address LS Brice School deficiencies.	17	85,061	N/A	63,206	Improve employee satisfaction with work environment	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Strategy 3.2: Create a productive and safe environment for youth, their families and staff						See below				
Objective 3.2.1: Attain at least a 50% satisfaction rating by students, parents and staff with the learning environment, to be reported on school report card survey at end of 2015-16 school year	Provide students, parents, and staff an opportunity to give feedback on JDLH program	17	85,061	N/A	63,201	Improve youth satisfaction with learning environment; Increase parent satisfaction with improvement to child's behavior	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 3.2.2: Provide campus orientation to 100% of new residential enrollees within first week of arrival	Ensure that student have a smooth transition to residential life	27	330,792	19	350,757	None	Residential Services	Daniel Wardlaw (less than 3 years)	Yes	
Objective 3.2.3: Provide 100% of youth with active treatment teams throughout year	Ensure holistic approach to behavior modification. Students have a higher probability of successful completion.	3	156,766	2	181,763	Increase incentives for positive behavior changes	Behavioral Health	Daniel Wardlaw (less than 3 years)	Yes	
Objective 3.2.4: Increase to 100% number of youth with positive reinforcements and feedback documented in BestNotes by June, 2016	Provide holistic approach to behavior modification. Students learn to connect behaviors to consequences. Promotes higher probability of positive and lasting behavioral changes	4	232,807	3	237,554	Increase incentives for positive behavior changes	Behavioral Health	Daniel Wardlaw (less than 3 years)	Yes	
Objective 3.2.5: Attain percentage of parents reporting they are satisfied with improvements in their child's behavior to 85% by June, 2016		1	232,807	1	237,554	Increase parent satisfaction with improvement to child's behavior	Advancement and Development	Dan Branyon (more than 3 years)	Yes	
Objective 3.2.6: Continue to conduct two morale building activities for staff by August, 2016	Ensure that staff morale is high. Promotes higher level of job performance	2	183,046	2	176,409	Improve employee satisfaction with work environment	HR	Zebulon Young (Less than 3 years)	Yes	
Objective 3.2.7: Administer at least three climate surveys annually for staff, parents, and students by June, 2016	Ensure holistic satisfaction with programs and processes in order to better serve staff, students and families.	5	348,617	5	314,954	Increase parent satisfaction with improvement to child's behavior; Improve employee satisfaction with work environment	Advancement and Development	Dan Branyon (more than 3 years)	Yes	
Strategy 3.3: Communicate agency outcomes to stakeholders, surrounding community						See below				
Objective 3.3.1: Expand number of civic, faith-based and governmental groups that know and support the JDLHS mission with outreach presentations to 4 new groups by June, 2016	Increase community awareness and support	2	9,020	2	7,415	Improve youth satisfaction with learning environment; Increase parent satisfaction with improvement to child's behavior; Improve employee satisfaction with work environment	Advancement and Development	Dan Branyon (more than 3 years)	Yes	
Objective 3.3.2: Provide board and staff liaison with JDLHS Foundation and Alumni to keep them informed through at least 10 meetings and 4 events by June, 2016	Keep Alumni and Foundation board abreast of agency activity.	1	9,020	1	7,415	Improve youth satisfaction with learning environment; Increase parent satisfaction with improvement to child's behavior; Improve employee satisfaction with work environment	Advancement and Development	Dan Branyon (more than 3 years)	Yes	
Objective 3.3.3: Continue to update and enhance new JDLHS website ongoing through June, 2016	Increase awareness	1	9,020	1	7,415	Expand information available on agency website (Budget, Video added)	Advancement and Development	Dan Branyon (more than 3 years)	Yes	
Goal 4: Improve achievements of exiting youth						See below				
Strategy 4.1: Ensure students attain mathematical skills they need						See below				
Objective 4.1.1: Increase percentage of students passing ACT Aspire Math exams to 46% by June, 2016	Increase student testing performance	17	83,699	N/A	62,192	Increase percent of students passing the ACT Aspire Math	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 4.1.2: Increase percentage of students passing SC EOC Algebra I exam to 56% by June, 2016	Increase student testing performance	17	83,699	N/A	62,192	Increase percent student passing SC EOC Algebra I Exam	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 4.1.3: Increase percentage of students showing growth via STAR Math Assessment results to 60% by June, 2016	Increase student growth performance	17	83,699	N/A	62,192	Increase percent students improving on STAR Math Assessment	McCormick School District	McCormick School District (less than 3 years)	Yes	SED
Strategy 4.2: Ensure students attain English language skills they need in reading, writing, speaking						See below				
Objective 4.2.1: Increase percentage of students passing the ACT Aspire exams to 43% by June, 2016	Increase student testing performance	17	83,699	N/A	62,192	Increase percent of students passing the ACT Aspire ELA	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 4.2.2: Increase percentage of students passing SC EOC exam for English I to 54% by June, 2016	Increase student testing performance	17	83,699	N/A	62,192	Increase percent of students passing the SC EOC English I Exam	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 4.2.3: Increase percentage of students showing growth via STAR Reading Assessment results to 60% by June, 2016	Increase student growth performance	17	83,699	N/A	62,192	Increase percent students improving on STAR Reading Assessment	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Strategy 4.3: Ensure JDLHS youth continue academic progress after exiting						See below				
Objective 4.3.1: 80% of youth attending JDLHS will be promoted or be on course to being promoted to the next academic grade or school level by June, 2016	Provide opportunities for students to be academically promoted	17	83,699	N/A	62,192	Increase academic promotion for exiting youths	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Objective 4.3.2: 100% of exited youth continuing to reside in SC will be enrolled in middle school, high school or college as of June, 2016	Provide an opportunity to return to home community	17	83,699	N/A	62,192	Increase number of youth completing high school	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE
Goal 5: Improve youth behavior to ensure positive life outcomes						See below				
Strategy 5.1: Reduce youth demonstrating at-risk behaviors						See below				
Objective 5.1.1: Percentage of exiting students achieving successful discharge with 3 or higher (on 5 point) success criterion scale for their individual care plans will increase to 90% by June, 2016	Re-integrate students into home environment with high chance of continued success. Students gain positive and applicable living and social skills	27	157,460	19	181,763	Increase percent students improving on Success Criterion; Increase integration of frontline services for youth; Increase incentives for positive behavior changes	Residential Services, Wilderness Program	Daniel Wardlaw (less than 3 years)	Yes	
Objective 5.1.2: Provide 100% of youth with therapeutic services as specified in their individual care plan ongoing	Students are able to cope with stressors, manage emotions and problem solve	3	157,460	2	181,763	Increase integration of frontline services for youth; Increase incentives for positive behavior changes	Behavioral Health	Daniel Wardlaw (less than 3 years)	Yes	DMH, Cornerstone
Objective 5.1.3: Ensure 100% of youth receive clinical therapy sessions according to their individual care plan, an average of three by June, 2016	Students are able to cope with stressors, manage emotions and problem solve	3	157,460	2	181,763	Increase integration of frontline services for youth; Conduct the number of monthly therapeutic sessions established for each youth (ranges from 1-4); Increase incentives for positive behavior changes	Behavioral Health	Daniel Wardlaw (less than 3 years)	Yes	DMH, Cornerstone
Objective 5.1.4: Increase percent of recreational activities that advance student progresson their individual care plans to 85% by June, 2016	Students correlate acceptable behavior with real and positive outcomes. Reduce occurrence of negative behavior. Allows for lowered time a student is in placement.	1	157,460	1	181,763	Increase integration of frontline services for youth; Increase incentives for positive behavior changes	Behavioral Health	Daniel Wardlaw (less than 3 years)	Yes	
Objective 5.1.5: Increase percent of JDLHS exited youth who demonstrate improved behavior 12 months after leaving to 85% by June, 2016	Exiting students have the skills necessary to become productive members of their local communities.	31	162,004	22	119,438	Increase integration of frontline services for youth; Increase incentives for positive behavior changes	Residential Services, Wilderness Program, Behavioral Health	Daniel Wardlaw (less than 3 years)	Yes	
Stragey 5.2: Provide youth with marketable skills that prepare them for workforce						See below				

Strategic Plan Summary
(Study Step 1: Agency Legal Directives, Plan and Resources; and Study Step 2: Performance)

		Total # of FTEs available; and filled	Total amount Appropriated and Authorized to Spend	Total # of FTEs available; and filled	Total amount Appropriated and Authorized to Spend					
		106; 67	4,199,151	98; 50	4,585,893					
Objective 5.2.1: Increase percentage of students in grades 6-10 acquiring marketable skills to 60% by June, 2016	Students become productive members of home communities	17	81,002	N/A	59,719	Increase percentage of students with marketable skills	McCormick School District	McCormick School District (less than 3 years)	Yes	SDE, Clemson Extension, DNR, Piedmont Tech Ag. Program

John de la Howe School

The
Quarterly



Spring 2012

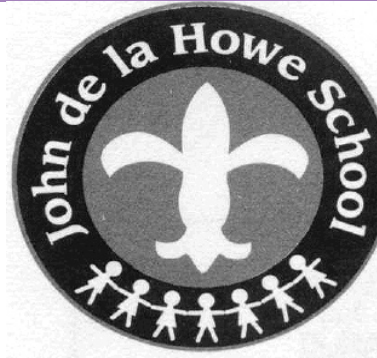
Bulletin

South Carolina's Home for Children



Miss John de la Howe School - 2012

John de la Howe School



South Carolina's Home for Children

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The Quarterly



Spring 2012

Bulletin

South Carolina's Homes for Children

"Walmart's Black History Program"

by Judy Corriher

On February 22, 2012, I had the privilege of accompanying three of our students (photo l-r): Lottie D., Jamecia B., and Joseph L. to the annual Black History



program sponsored by Walmart of Greenwood. Our first stop was the Benjamin Mays Historic Site. The students learned that Mays, an African American, was born the son of former slaves in the small community of Epworth outside of Greenwood. He graduated from high school as valedictorian, received his master's degree from the University of Chicago in 1925, became a professor at Howard University and then received a doctorate in philosophy from the University of Chicago. He went on to become president of Morehouse College in Atlanta. Mays, an important figure in the civil rights movement, became a spiritual advisor and mentor to Dr. Martin Luther King, Jr.

The Mays home was moved from Epworth to its current site in Greenwood where it now stands alongside an original one-room schoolhouse that was typical of those attended by African Americans during Mays' childhood. Additionally, a museum that houses many documents and artifacts from his life is on the site.

After touring the historic site, we attended a program and luncheon also sponsored by Walmart.

Many thanks to Walmart for inviting our students to such an educational and fun trip!



*Left photo: Cerika, Jamecia and Kailey singing "We Shall Overcome"
Right photo: Ms. Shonda Fulwood with some of the students who performed the skit "What If There Were No Black People".*

JDLH School Celebrates Black

On Thursday, March 8th, L.S. Brice students held their Black History program in the auditorium of the Administration building.

Principal Rebecca Williams opened the program and welcomed everyone. Shonda Fulwood (Clinical Therapist), was the Mistress of Ceremony and Chelsea Brown (Program & Treatment Service Coordinator) provided the "Purpose" for this year's event.

Juwareya H. recited his "original" poem entitled "Life" and Cerika, Jamecia and Kailey of Mr. Roundtree's music class, sang two old favorite spirituals: "We Shall Overcome" and "Wade in the Water".

Many students participated in a skit entitled "What if there Were No Black People". They did a great job of introducing to some and presenting to others the history of famous black people who made major contributions to our country. The traffic light, the ironing board, the mop, fountain pen, air conditioners, the furnace and dust pan are just a few of so many more.

Joseph and Juwareya wrote and performed a rap song entitled "Life Goes On". The students did an excellent job and the program was enjoyed by all in attendance.

A special thanks to all associates and students who participated in the program and the process of bringing it together and to all the students who put forth a great effort in participating, expressing themselves and learning more about Black History.

“Life at Lethe” by Thomas Mayer Superintendent

Finance and Business Operations, and Craig Mayo, Physical Plant Manager, that are yielding significant results for our campus.

The school has major deferred maintenance issues and over the next several months all of our cottages and major support facilities, will undergo roof replacement. Palmetto, Lethe, Carolina, Savannah, Nickles, McCormick, and Huguenot cottages will undergo major interior renovation. This work is currently underway and is progressing on schedule to allow the school to accommodate more students in the months ahead.



We have also been fortunate, through efforts by the John de la Howe School Foundation, Inc. and from agency funding, to acquire additional landscaping equipment and furnishings to help with grounds and cottage beautification. On a daily basis, the Support Unit staff is called upon, day and night, to meet the demands associated with maintaining our 1,200 acre physical plant in a safe and comfortable condition for our students, faculty, and staff. When on the campus or by e-mail, please take the time to extend your appreciation to our Support Unit staff. *(Photo: l-r): Mr. Timmy Myers, Mr. Franky Walker, Mr. Craig Mayo and Mr. Tim Clausen*



L.S. Brice Welcomes “Principal Fuller”



We are pleased to announce that David K. Fuller has joined the Executive Council at de la Howe as the Interim Principal at L.S. Brice School.

Mr. Fuller has been in education for over 15 years. His last assignment (and first principalship) was at Blackville-Hilda High School in Barnwell County.

Under his leadership the school went from a Palmetto Priority Initiative School to a school that received “Excellent” on the SC School Report Card and a Palmetto Gold Award in one year. Mr. Fuller has a B.S. in Secondary Education from USC-Upstate, a Master’s in History and an Educational Specialist in Administration, both from Converse College.

Mr. Fuller and his wife Courtney have 2 daughters and are expecting the arrival of their third; they live in Simpsonville, SC.

“Coming Soon - Save the Date” JDLH School’s 17th Annual Dairy Festival Saturday, June 16, 2012 Hwy 81, McCormick, SC

*Free Pet Ice Cream..... Live Music and Entertainment..... Crafts
.....Animal Exhibit.....Great Food....Face Painting.....Free Eye
Exams...Broom Sale....Balloons....Water Slide..... Jumping Tent....
Games and much more!*

*Bring Your Own Lawn Chair and Enjoy a Day of Great Music,
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Interested Vendors call Coleen Starling: (864)-391-0409*

The Quarterly Bulletin

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“ 2012 Stonestrow Farm Tour”



Back row (l-r): Darius, Drew, Joseph, Carlos, Cole, and Josh T. Front row: Alex, J.R., Aron H., DeAndre, Aaron A., Jesse, Josh P.

On March 29, 2012 the John de la Howe Wilderness students had the opportunity to tour the farm of Dick and Lisa Williams in Marietta, SC. The name of their farm is Stonestrow Farm and they specialize in raising Belted Galloway or “Oreo” cattle.

The Williams were very hospitable to our students and taught them many things about Belted Galloway cattle. Each student had the opportunity to tour the farm and see first-hand how the farm operates. Mr. Williams explained the process of selecting high quality show animals and also how the processes of Artificial Insemination and Embryo Transfer work. After the farm tour, Mr. and Mrs. Williams treated the students and chaperones to a wonderful fried chicken lunch with all of the fixings. It is always great when someone is so welcoming to our students and opens their home for them.

The John de la Howe Wilderness Program staff and students would like to thank Mr. and Mrs. Williams for being so hospitable! We look forward to working with Stonestrow Farm to hopefully build our own Belted Galloway herd in the future.

OLLI Presentation at Clemson University



Above photo: JDLH School Foundation's Board Vice-Chairman Tom Haynes III, OLLI Instructor Larry McCollough and Superintendent Thom Mayer.

Superintendent Thom Mayer was invited to be the guest speaker at the Osher Lifelong Learning Institute (OLLI) at Clemson University, on Friday, April 27th. He gave a presentation entitled “John de la Howe School: A Legacy of Service” to inform and introduce the members of OLLI to de la Howe. (continued at right column).

Student Job Shadowing

Ms. Vernetta Brown, Guidance Counselor at L.S. Brice continues to work with students, as they seek out their career interests within various businesses of the neighboring communities.



Job shadowing offers our students a chance to observe the day-to-day activities of employment within a specific field, with a professional. They also had the opportunity to ask any questions regarding their career choices.



Top right photo: Kassandra D. with photographer Jon Holloway; top left photo: Charles M. graphic design interest with Ro-Mac Trophies & Signs; bottom left photo: Mikeala T. at Lander University Equestrian program; bottom right photo: Aaron A. interest in audio/video technician at Platinum Sounds. All businesses are located in Greenwood, SC.

OLLI Presentation (continued)

OLLI was established in 2002 and is a membership organization whose mission is to provide opportunities for mature adults to further their knowledge in both academic and recreational pursuits and to share their experience and interests with other members.

OLLI at Clemson University courses are non-credit, have no exams and most require no pre-requisites. Instructors are qualified volunteers from academia, government, business, and professions who enjoy sharing their knowledge and skills with others.

Members participate regularly in class sessions, getting to know one another not only as classmates but also as friends and co-volunteers. Courses are held at various locations in Anderson, Oconee and Pickens counties.

Mr. Larry McCollough (photo center) as well as JDLH School Foundation's Board Treasurer, Jeanne Kates are OLLI volunteer instructors in the Psychology, Philosophy and Religion courses that are offered.

For more information about OLLI call: (864)-633-5242 Monday - Friday between 9:00 am - 4:00 pm, or visit their website at:

www.Clemson.EDU/OLLI

Greetings! from Your Alumni Association

Dear Friends:

I would like to thank everyone that came and helped with the John de la Howe School campus "Beautification Day". Lots of flowers were planted and grass was cut. This makes the campus look great and people will want to come back.

Thanks to all who helped with the Open Bass Fishing tournament. Our next events will be the 12th Annual Children's Golf at Hickory Knob State Park and the Open Golf Tournament on the last Saturday in August. Hope we get a lot of players for the golf event.

Again, thanks to everyone for your support for de la Howe.

Sincerely,

Ronnie Davis
President



15th Annual Open Bass Tournament

by Tammy Hill



McCormick, SC – The 15th Annual John de la Howe School Open Bass Tournament sponsored by the JDLH School Alumni Association was held Saturday, April 21st, at the Dorn Fishing and Boating Facility at Hawe Creek Landing, Strom Thurmond Lake, McCormick, SC.

Twenty-three teams oozed off at safe light for a great day of fishing. Weigh-in was at 3:00 PM and we returned back to Hawe Creek Landing. Twelve teams weighed in a total of 107.79 pounds. First place with a payout of \$1,500 was awarded to Jeff O'Dell of Greenwood, SC, with a total weight of 14.70 pounds. Second place went to Foster and Lenora Key of Trenton, SC with total weight of 10.89 pounds. We had two teams tie for the Big Fish; both teams weighed their largest bass and each weighed 5.01 pounds. Jeff O'Dell of Greenwood, SC, and Thomas Watson of McCormick and Joe Donoflio of Elgin, SC, split the first place prize.

The John de la Howe School Alumni Association would like to thank all of the participants, sponsors, and volunteers for helping to raise funds for the children and for supporting our fundraising efforts throughout the year.

Photos: (top left) Jeff O'Dell 1st Place - \$1,500.00 winner and he tied for Big Fish win and Richard Wolfe, Vice-President of the JDLH School Alumni Association; (top right) 2nd Place winners Foster and Lenora Key; (bottom right) Thomas Watson and Joe Donoflio.



Mark Your Calendars! JDLH 52nd Alumni Reunion Saturday - October 13, 2012

(details to become available soon)

Single and Double Rooms are available at the JDLH School Family Life Center for \$35.00 and/or \$45.00 per night.

Please call:
(864)-391-0409 for more information or
to make your reservation.

Legislative Turkey Hunt



The John de la Howe School Foundation, under the leadership of Jason Ford, chairman, hosted a turkey hunt for legislators on April 28. Many volunteers from the area served as guides and turkey callers for the event. Rep. Bruce Bannister, Rep. Dan Hamilton and Rep. Garry Smith attended with family members. The legislators toured the de la Howe campus after their hunt.



The Huguenot Homecoming

The 217th Biennial Huguenot Homecoming will be held Sunday, August 7, 2012. Descendants and friends will gather for services at 11am in the McKissick Chapel on the John de la Howe School campus. A covered dish luncheon will be held in the David S. Hayes dining hall after the service. Guests are asked to bring a picnic basket to share.

Overnight guests should contact the McCormick Chamber of Commerce for lodging opportunities. Twelve rooms have been designated for Homecoming visitors on the de la Howe campus.

Contact JDLH for room reservations and/or information at (864)-391-0409. All other inquiries should be directly to Bob Edmonds at: 864-554-1760.

JDLH Facility Rentals for Special Occassions

We offer the perfect accommodations for weddings, birthdays, anniversaries, reunions, graduations or any type of gathering with family and friends.

For more information or to make reservations

Please call: (864)-391-0409

Nature Walk for Students



On Saturday, March 17, John de la Howe School Board Member and Foundation Board Member, Mary G. Wyatt, organized a nature walk for the students of de la Howe.

Dr. David Bradshaw, of Six Mile, S.C., donated his time and services by providing two nature walks for the students and associates of de la howe, one in the morning and another in the afternoon.

The students learned how to walk cautiously in the woods and listen for the sounds of insects, animals and surrounding nature.



Top photo (l-r): Superintendent Mayer, Dr. Bradshaw and Board Member Mary G. Wyatt. Above: students and associates listen to directions provided by Dr. Bradshaw before the walk and left: the walk in progress with students and Dr. Bradshaw in the lead.

JDLH School Foundation, Inc.

The John de la Howe School Foundation was organized to help benefit and support the school's mission to make a positive impact on the lives of children in its care by strengthening the children and families across South Carolina.

Since their re-organization, they are continuously working on the beautification of de la Howe's campus and cottages. In April, a "Campus Beautification Day" was held with alumni, associates, volunteers and friends donating their time and services to clean up and plant flowers on the campus. Items donated on that day were: flowers, mulch, garden hoses, weed eaters, edgers, trash bags and/or anything suitable for the cause. Everyone who participated worked hard and did a wonderful job with the landscaping project. Mr. Jeff Kates donated the Ford 2110 tractor (below), to the agency

to help with the maintenance of the campus lawns. He also provided a 5 ft. bush hog attachment that may cover twice as much area as current mowers.



Ms. Judy Self of Parksville, S.C., donated a Krakauer Upright Piano and bench (below photo: Franky Walker helped with moving); the piano is being enjoyed by the girls in



Charleston Cottage.

Our thanks goes out to Mr. and Mrs. Bart Schmidt, who donated a wide variety of decorative pieces, items of furniture, and electronic equipment; to Dr. Lex Walters for the fine pieces of framed artwork, to Ms. Mary G. Wyatt, Ms. Jeanne Kates and Mr. Tom Haynes for their many contributions, donations, time and services, and

everyone else who may has donated toward the agency's restoration project. All donated items will be provided to each cottage for the enjoyment of our students, as the necessary renovations are completed.

Interested in contributing? Please make all checks payable to:

John de la Howe School Foundation, Inc. and mail to:

**John de la Howe School Foundation, Inc.
c/o Janelle Beamer, Executive Director
192 Gettys Road, McCormick, SC 29835**

**To Our John de la Howe School
Foundation Board Members & Friends
"We Appreciate All You Do"**



Miss John de la Howe - 2012



McCormick, S.C. - On Thursday, April 5th, the 6th Annual Miss John de la Howe School Pageant held in the auditorium of the Administration Building. Monnika B. was awarded the crown this year and her title is well deserved. Ms. Lottie D. was 1st Runner Up, and Ms. Jamecia B. 2nd Runner Up.

Ms. Sara Ann H. was the only other contestant and did very well with her presentations. Escorts were: Joseph C., Juvareya H. and Markeim B.

Ms. Chelsea Brown, Unit Coordinator chaired the pageant and assisting her were members: Georgia Blakely, Wendy Gable, LaShune McEachin, Shonda Fulwood, Heather Sizemore and Laverne Moss; Chief Maurice Myers was our MC for this year. Our Judges were: Anne Barron (McCormick Chamber of Commerce) Clarissa Parks, and Faye Gowans (de la Howe associates).

Ms. JDLH 2011 Bria Walker, presented the crown to Monnika for this year's win. Flowers for the pageant were provided by "Brides & Blooms" of Greenwood. John de la Howe sincerely thanks all of those that came out to support the pageant or may have played any other part with helping this year's event become a great success!

Above photo: Superintendent Mayer congratulates Miss JDLH School 2012 Monnika B.

de la Howe Ladies... "Rips the Runway"

by LaShune McEachin



The first John de la Howe School "Rip the Runway Fashion Show" was held on Thursday, March 1st in the auditorium of the Administration Bldg. The program was created and organized by Ms. LaShune McEachin and Ms. Shonda Fulwood our Clinical Therapists in the Division of Student Life and Family Services.

The purpose of this event was to help our young ladies with self-esteem, beauty and self-awareness. The young ladies enjoyed walking the runway and modeling their fashions.



They each had the opportunity to share their special talents. This event was a representation of the "Girls that Rock". The young ladies worked very hard to pull this together in a really short time frame and did a fine job displaying their confidence, boldness, beauty and unique styles.

Our models were: Jamecia, Liquitta, Haley, Lottie, Shanieka, Mikeala, and Monnika. The show was enjoyed by all students, parents, associates and guests in attendance. A job well done by Ms. McEachin, Ms. Fulwood, students Joseph C. and Juvareya H. who performed a Black History Rap, special guest "Quest Crew" the Northside Middle School Step Team and of course "our young ladies of de la Howe".

(Top photo: Jamecia, Lottie and Haley; center right: Lottie and lower left: Liquitta).



John de la Howe School's 1st Performance of "Walking the Runway for Success"



Due to the success of the girls "Rip the Runway", our male students wanted to step up to the challenge and perform de la Howe's first "Walking the Runway for Success". The young men's fashion show was held on Wednesday, May 2nd and they did a fantastic job!

Created and organized by Ms. LaShonda Graham and Ms. Stephanie Mullins (Residential Counselors), their show provided positive scenarios of roads to success for young men and how they are to present themselves appropriately at all times. It began with: Scene I - "A day at the Office"; Scene II - "Relaxing on the Green"; Scene III - "For the Player in You" and Scene IV - "A Night on the Town".

Mr. Roundtree was very instrumental in helping our young men with their modeling techniques and joined in with them on their run way scenes. The boys were confident, handsome and proud as they walked, turned and dipped across the stage.

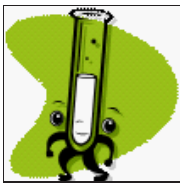
Ms. Mullins opened the program with a poem; Juvareya & LaQuan performed a rap song together; Lottie and Sara Ann did a fine rendition of "My Guy" accompanied by Mr. Roundtree on guitar and the Pinegrove AME Youth Choir sang.

Our models were: Thomas B., Charles M., Juvareya H., Austin J., Zachary N., Kaywhon D. Akelion D. and Deion C.

We extend special thanks to all the other associates who contributed: Janelle Beamer, Faye Gowans, Shonda Fulwood, Barbara Wells. Also, Ms. Ina Young and the Pine Grove AME Youth Choir; Mr. Grinch Studio (provided the music tracks), Pass It Fashions (provided all footwear), and Belks (provided clothing). Quincy - House of Barbers (Greenwood), provided haircuts for all our young men in the show.



Photos: top left: Zachary; bottom left: Kaywhon, top right: Deion, and bottom right: Juvareya.



“L.S. Brice Science Fair Winners”



1st Place Winner - Shadaria M.

Project Title: Orange Juice with Vitamin C ... Shadaria’s project consisted of determining if different brands of orange juice have the same amount of Vitamin C. She used 3 brands of OJ: Florida’s Natural, Tropicana and Minute Maid. She then mixed together: cornstarch, water, 10 drops of iodine and then boiled it, and added the orange juices. If the mixture turned a dark blue-brown color, then it contained the most Vitamin C. **Hypothesis Extension:** Further testing should be done to see if the difference in the levels of Vitamin C would be due to the kind of oranges that are used.

1st Runner Up - Kaywhon D.

Project Title: Fear - Does It Affect the Heart Rate ... Kaywhon’s project involved monitoring the heart rate and blood pressure before and after viewing a scary vampire movie. The pulse was taken after a 3 minute resting period on 12 participants, ages 12-16 yrs. of age. A normal pulse rate is 70-80 beats per minute; however, after viewing the movie, pulse rates increased by 77%. Kaywhon had more girl participants than boys. **Hypothesis:** Girls scare a lot more easily than boys.



2nd Place Winner - Kimberly S.

Project Title: Is Smiling Contagious ... Kimberly went to a crowded mall during her homestay to do her surveying. She smiled at 100 people and 95% smiled back; 5% didn’t smile at all or just ignored her. Kimberly then did a test with 100 people who she did not smile at all and 90% did not smile back at her; however, 10% did, in spite of the fact that she was not smiling. **Hypothesis:** If you smile at people most of them will smile back at you.



3rd Place Winner - Melody S.

Project Title: Water Detective.... Melody had water retrieved from two water sites: Lake Greenwood and Long Cane River. She tested the pH level, alkalinity, hardness, nitrite content, temperature and ammonia levels of each sample. She then used a water testing kit that contained strips to insert in the water samples and a color chart which revealed the percentage of each of the ingredients being tested for. **Hypothesis:** The local water, which was from Lake Greenwood, fell within the parameters and measured up to the expectations of each ingredient.



JDLH Make One Take One Turkey Hunts by Brantley Caldwell

The month of April presented four de la Howe Wilderness Program students: J.R., Alex, Jesse, and Josh, with the opportunity to hunt the exclusive Eastern Wild Turkey. This is part of the DNR “Make One Take One” Program that our students participate in during the Fall deer hunting season.

Each of these students received the opportunity to go on at least one Saturday turkey hunt on the campus of de la Howe with a volunteer or DNR hunting guide. Although nobody bagged a turkey, each student got the opportunity to hear and see turkeys in their natural world, and anyone who turkey hunts, knows that even this is counted as success.

All students involved seemed to learn a lot and really enjoy their time in the woods; even the part about getting up before daylight!

Thanks to all who played a part in making this season successful!



Eggstravaganza 2012

The JDLH School “Eggstravaganza 2012” community Easter Egg Hunt was held Saturday, March 31st at the Barn.

There were 3 categories for children ages up to 4yrs. old; ages 5-7 yrs. old and ages 8-10 yrs. Prizes were awarded for the least eggs found, the most eggs and grand prize went to the child who found the prize egg.

Refreshments were provided throughout the egg hunt and everyone young and old received a goodie bag for participation. The JDLH Easter Bunny was on hand to take photos with all children and prize winners. Everyone had a great time and JDLH School sincerely thanks everyone who came out to support and/or who may have participated in any way.

Juvareya did a fantastic job as de la Howe’s Easter Bunny. There were a few of the little ones hesitant to shake the bunny’s hand in the beginning but before long most of the children just loved him. Ms. Stephanie Mullins (Residential Counselor) and the Bunny did the bunny hop but there weren’t many little ones who knew what the bunny hop was. Are we that “old”? Well, of course not - they’re “too young”(smile).

Also, a big thank you to the JDLH students who provided assistance with set-up, hiding the eggs, helping out with serving the community children’s families and especially with clean-up. We are so proud of you!

Winners were: **0-4 yrs:** Kenneth: least eggs (5); Zoey: most eggs (22); and Jasmine: golden egg. **5-7 yrs:** Mya: least eggs (42); Deyauea: most eggs (61); and Kenneth: golden egg; **8-10 yrs.:** Kamayah: least eggs (34); Jessica: most eggs (35); and Markel: golden egg.



Above photo: Ms. Mullins joins in the bunny hop; top left photo: 8-10 yr. old winners: Kamayah, Markel and Jessica; lower left: two of our 4 yr. old contestants and bottom right photo: JDLH Bunny and his helpers: (l-r) Sierra, Mikaela, Shanicka, Lottie, Brook and Haylee.



"News Updates from Experiential Learning....."

"Students take A Shot at Deer Hunting"

by Janelle Beamer



Students from the JDLH School Wilderness Program took aim at mastering deer hunting this fall. The students, with the help of community volunteers, participated in the Department of Natural Resources "Take One Make One" program, designed to teach safe hunting to students with no previous hunting experience.

"Take One Make One" emphasizes teaching safe and ethical hunting, the conservation and responsible use of natural resources and character education. With volunteers from Clemson 4-H and the Savannah Lakes Village Rod & Gun Club, students learned to shoot rifles, to work with deer stands and to master other hunting skills.

In order to take part in the program, these students had to display good behavior, successfully complete the S.C. Hunter Education course and pass a firearm safety course. This season's hunts consisted of five off-campus hunts and several other hunts on the campus of John de la Howe School in McCormick. Each student was paired with a volunteer mentor for each hunt, which gave them the opportunity to meet someone new and learn positive socialization skills. Most of the students had the opportunity to see deer and other wildlife throughout the season, and several students were successful at harvesting a deer.

Volunteers spent more than 200 hours working with the students. Ten volunteers were Rod & Gun Club members and two were from the Clemson Extension Service. In addition to volunteer hours, Rod & Gun Club members donated a meat grinder and 10 swivel chairs for deer stands. In total, the de la Howe students participated in 11 hunts. The students took 11 deer last season and donated three of these to local food banks. The "Take One Make One" program provides guns and ammunition for the wilderness program and also provided 6 tower stands for hunting.

Aside from learning a new positive activity that they can become involved in when they return home, these young men learned how to handle the game once it was harvested and even how to prepare it in the kitchen. "This program is a great way for the students to form lasting memories," said Brantley Caldwell, director of Wilderness Programs and Land Operations. "The wilderness program staff and students would like to thank all of the volunteers who make this program so successful year after year!"

de la Howe Shooting Sports Program

by Brantley Caldwell



Eight John de la Howe students had the opportunity to participate in this year's 4-H Shooting Sports Program through the McCormick Co. Clemson Extension Office.

Both residential and wilderness students were involved in the program which began February 15th and ran each Wednesday afternoon until April 18th.

During this time, the students had the opportunity to learn firearm safety and proper handling. They also had the chance to shoot targets with .22 rifles, air rifles, archery equipment and shotguns.

Each student seemed to thoroughly enjoy the activities and several became very good marksmen/women.



John de la Howe appreciates partnerships such as the one with Clemson Extension, as it helps provide excellent educational activities for our students from all over the state of South Carolina. We would like to extend a special thank you to all volunteers and Clemson Extension agents who work so hard to put this event together!



"It's All Done"

by Sharon Howell



Wilderness teacher Ms. Sharon Howell wants to toot the horn for her boys. Both groups, Eclipse and Navajo have worked sooooo hard on the structure. Through it all, they learned math skills, tree ID, how to use different

tools and most importantly, how to work together.

She is SO PROUD of them and wanted to share their great accomplishment. Hope you stop down and see it and, of course, love it too! The students harvested their own trees, skinned them and used only hand tools and wooden pegs, which were made out of old broom/mop handles.



Nothing electric or metal was used. They started with written plans and scaled drawings (photos: top left is beginning frame; center: completed; bottom left: the Eclipse boys stand beneath the sign which displays their names: Alex, Darius, Drew, J.R., Tyler, Jesse and DeAndre).





Sharing a Passion for Pottery

by Janelle Beamer

Ceramicist Barbara Powell of McCormick taught the John de la Howe students about clay, pottery and the science behind ceramics.

The students made clay masks and other pottery, which were displayed at the McCormick Arts Council.

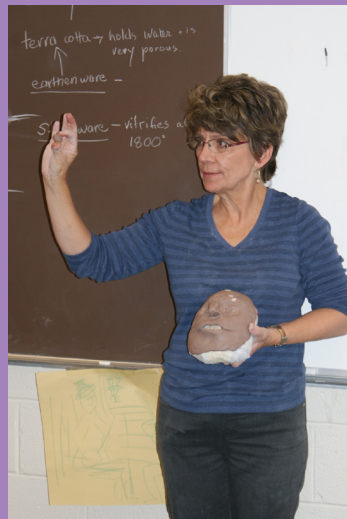
Powell's clay workshop was a part of a grant entitled "Arts through the Educational Process" which was awarded to John de la Howe School by the Self Family

Foundation in Greenwood. The year-long arts experience integrates art and culture into classes at de la Howe and provides a variety of interactive experiences for students.

The students enjoyed the classes and the opportunity to demonstrate their talents by using their hands.

The pottery masks are on display in the library at L.S. Brice School on campus.

Above photos: Ms. Powell and with de la Howe student; below a few of the masks completed that are on display in the campus library.



“Look Who Stopped In to Say Hello”



Chief Sharon Howell reported that Montana Peavey, a former Wilderness student stopped in to see everyone during April; well, he actually came to pay Chief Gary Gable for the goats he bought from us. He is working really hard and also sings in a band.

Montana looks absolutely great and is very handsome too! He graduated successfully from the Wilderness Program in August 2007.

Meet John de la Howe's Director of Student and Family Services



Family is important to me. Most of my adult decisions have been in some way predicated upon what I believed would be best for my family. I have been blessed with a patient and loving wife, an awesome daughter and son-in-law, a wonderful son and daughter-in-law, and on April 9, 2012, our first spectacular grandchild. Already, I find myself acting like the stereo-typical grandparent, eager to show pictures and tell others that my grandchild is somehow the most wonderful child alive!

In my thirty plus years in the profession of serving children and families as a therapist, supervisor, and director there is one thing that stands out. Children need families. This may seem to be so obvious that it seems ridiculous to even say. However, if you examine the history of residential child care you see that finding parents for the parentless, restoring relationships between children and their parents for the children whose parents could not or would not parent them, or finding permanent homes with loving adults to care for, love, and parent the child was not always the focus. Many of John de la Howe's alumni can attest that they spent many years at JDLH, not because they had no living parents, but because of circumstance and because the focus was to provide an alternative living arrangement. In most cases an alternative living arrangement meant large group living. Hopefully, these same alumni can attest that they received proper care, nurture, and learned to be an asset to their communities while in care at JDLH.

While large group living environments can be effective in helping children survive, feel cared for, and learn many necessary life skills, it is no longer the preferred long term placement. One of the best things John de la Howe can do for a child is to help them be an active part of a permanent family, preferably with their own parents or with other relatives. Most youth who are in care at JDLH are placed here by their parents. These parents have made the courageous first step of acting on the realization that they need help changing the child's undesirable behavior and help in learning how to more effectively parent their child so the family as a whole is more successful.

Helping hurting, and in many cases, broken families has been one of my professional goals. Working with John de la Howe to help children learn appropriate behavior and make better life choices, to equip parents with necessary skills, and to restore families is compatible with my goals and allows me a venue to make a difference in the lives of individuals and families that struggle with the pain of past mistakes, poor choices, and ineffective coping skills.

It is an honor for me to join with John de la Howe School to provide an opportunity for others to have what is so important to me, a family. I look forward to helping many hurting children and families as part of JDLH, an organization that has an enduring legacy of commitment to serving children and families.



Strings of the Heart

News from the Alumni of John de la Howe School

If you enjoy walking down memory lane, you will love the John de la Howe Alumni Web Site. Thousands of photos gathered from the school and personal collections have been uploaded and described as best as possible. Many students and staff need identifying and with your efforts we can get this done. From the 1920's to 1970's are completed. So the site is a 'work in progress'. 1980's are in process of being uploaded and 1990's are the next priority. Rita Holden Morgan (81-82) and Jo Ann Alewine Durst (69-72) are committed to getting all the photos available put on the site for others to search and view, print and save. Without Rita's help we would be a lot further behind. Thanks Rita! It has been great to see the pics you have loaded during the 80's. It is hard to believe but we have many more decades to get uploaded. Your help has been a blessing! Luv "Jo"

Jo Ann Alewine Durst: (803)-532-9893
or email: jodurst1954@yahoo.com

Janet Jackson (Assistant Director of Student & Family Services) reported that Ms. Sandra Faye Deese-Bowers paid a visit to the campus a while back; she attended de la Howe from 1953-1960. She was informed of the upcoming Alumni Reunion in October and she asked if she can be placed on their mailing list for any available information. Her address: Ms. Sandra Bowers, 2379 Flat Creek Rd., Lancaster, SC 29720.

Ann Morrah (de la Howe Associate), reported that Shantana Taylor (2007-08) called to say hello. She is doing very well and now lives in Columbia, SC. She has finished Centura College in Columbia and is now earning a degree in Medical Coding.

Ann Morrah also spoke with Ms. Selma Sims employed at de la Howe from 1991-94. She was a Youth Counselor in Lethe Cottage. She now lives in Abbeville and talked about picking blueberries and making pies with the Lethe Cottage girls. She wishes de la Howe all the best!

Be sure to contact:

Jo Ann Alewine Durst (69-72) jodurst1954@yahoo.com for your invitation to join in on the Alumni Web Site and check out all the posts and photos from your de la Howe family.

***God Bless - and We'll See Ya
at the 51st Reunion!!!***

Sharon Howell, Wilderness Teacher reports: what a great surprise when one of your students comes back to see you. Christian, is now 20 yrs. old and is a former graduate of the Wilderness program. He was here for 21 months and really got into horses. He and his mom donated two of our horses and his Auntie donated our round pen. Ms. Howell taught Christian how to trim horse hooves and he was allowed to shadow a local farrier (horse trimmer). He has recently bought his own home with 20 acres. He trims/shoes and trains horses for a living now. She is so proud of him and he really made a connection with our students who are currently in the Wilderness program.



* RECENT PASSINGS *

Ray Ardis, 75, passed away Friday, March 30, 2012 in Lexington Medical Center, West Columbia, following an extended illness. He was a son of the late Randolph and Sarah Ann Ardis. Survivors include his wife Margaret "Peggy" Percival Broome Ardis; sons Dale and Dann of Lexington; a daughter Sheila Marie Harrison of Effingham, and step-daughter Sheryl Elizabeth Bochette of Cassatt; sisters and brothers Inez Jacobsen of Illinois, Elise Ardis of West Columbia, Gerald "Jerry" of Lexington and a host of family and relatives. He was preceded in death by stepson, John "Bobby" Broome; sister Thelma Ardis and brothers Clarence, Charles and Roger Ardis. Services were held April 1st, at the Thompson Funeral Home in Lexington and burial in Pinewood Cemetery in Pinewood, SC.

Melanie Ann "Mudds" Babylon Seigler, 58, of McCormick entered into the arms of Jesus on Saturday, May 5, 2012 at Self Regional Medical Center. She was born in Findley, OH to the late John M. and Kathryn Jane Esch Babylon.

Melanie was a member of the McCormick U.M.C. but attended McCormick First Baptist and Cambridge U.M.C., regularly with her daughters. She was a graduate of Bryant & Stratton College in Buffalo, NY. Melanie retired from the John de la Howe School as the Superintendent's Executive Assistant and was presently employed with the Abbeville Area Medical Center with the Diabetes Education Department.

Surviving Melanie are her two daughters; Kathryn Bulus (John) of Ninety Six, SC and Autumn Joy Seigler of Greenville; a brother, Jeff Babylon (Retha) of Painted Post, NY; a sister, Kathryn West (Jerry) of McCormick, SC; four grandchildren, Isabel 'Izzy', Miguel, David and Ava; five nieces and nephews, Laurie Anne, Jennifer, Trieste, John William and Kelley.

A Celebration of Melanie's Life was held Wednesday, May 9, 2012 at the McCormick First Baptist Church. She will be buried in the Clymer Cemetery with her mom in Findley, Ohio at a later date.

Mrs. Mildred Cely Bowie, 94, wife of the late Lewis Aubrey Bowie, passed away Wednesday, May 16, 2012 at Hospice of the Upstate. A daughter of the late John Humbert and Vivian Ellison Cely, Mrs. Bowie was a 1936 graduate of Easley High School and later owned and operated Bowie's Store for 15 years. She later retired from John de la Howe School, in McCormick, after 30 yrs. of service.

Surviving are one son, James Cely Bowie and his wife Barbara Bowie, of Easley; 4 grandchildren and 3 great-grandchildren. In addition to her husband and parents, Mrs. Bowie was predeceased by two sons, William Eugene Bowie and Lewis Aubrey Bowie, Jr.; two brothers, J.H. and Lake Cely and one sister, Margaret Cely Perry.

Services were held Friday, May 18, 2012 at St. Paul United Methodist Church Cemetery with Rev. Douglas Kauffman officiating.



Memorial & Honorary Contributions

The following Memorials and Honorariums have been received during the period January 2012 through April 2012. John de la Howe is pleased that many are choosing to invest in the memory and recognition of love ones with these gifts that will be used toward the future of a child in need. A most satisfying way to honor the past is to invest in a life yet to be lived.

Memorials

Mr. Robert H. "Tweet" Walker

Michael and Hannelore Acey
Ms. Margaret E. Dickson
Ms. Mildred A. Heffernan
Ms. Janet L. Duncan
Linda H. and Jeffrey T. Davis
Mr. Thomas Clayton Davis
Mr. Bill Gray, Janna and Jolie

Honorariums

Mr. Elmer M. Crews
Mr. Milton "Tuny" Jennings

Ms. June Griffin
Ms. Johnnie M. Griffin

Mr. Robert H. "Tweet" Walker
Gwen A. and Andrew D. Chandler

E.F. Gettys Memorial Fund

Dr. E.F. Gettys
Mr. Charles A. Funderburke

Say You Care In A Special Way

Remember your loved one with a gift to benefit the children in care at John de la Howe School, South Carolina's Home for Children. With your tax-deductible contribution to our memorial and honorarium program, you may remember a loved one who passed on or celebrate a special occasion of someone you hold close at heart. At the same time, you're helping us help a child.

Family members are notified immediately of expressions of sympathy when memorial gifts are received. Honorees will also be informed of your recognition of their special occasion.

Gifts can be made to the E.F. Gettys Fund which supports special projects that directly benefit the children or through Project Path (Proud Alumni That Help) which is a fund that supports special events for the children such as: Children's Fishing and Golf tournaments, supports fundraisers, scholarships, yearbook publication support and funds the Biennial Alumni Reunion. The E.F. Gettys Fund and Project Path are administered through the Alumni Association.

The Children's Pleasure Fund is administered by JDLH School and is used to support activities such as off-campus dinners and movies, which are intended to recognize students who meet behavioral and academic goals. The Children's Pleasure Fund is also used to support extracurricular educational opportunities such as: museum visits and attendance to theatrical performances.

Please indicate on the attached form the amount of your gift and which fund you would like to donate to.

Alumni Association

_____ E.F. Gettys Fund
_____ Project Path (Proud Alumni That Help)
_____ Other (specify) _____

Make All Checks Payable to: JDLH Alumni Association

John de la Howe School

_____ JDLH School Children's Pleasure Fund
_____ Memorial or Honorarium
_____ Other (specify) _____

Make all Checks Payable to: John de la Howe School

In Memory Of:

In Honor Of:

Family Name and Address to be Notified:

Donors Name and Address:

Mail All Checks and Contribution Form To:
John de la Howe School
192 Gettys Rd., McCormick, SC 29835



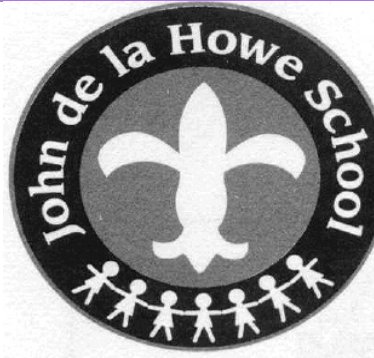
Our Thanks
to:

Alumni,
Volunteers, Donors
and Friends!



John de la Howe School

The
Quarterly



Bulletin

Spring 2011

192 Gettys Road
McCormick, SC 29835

South Carolina's Home for Children

JDLH Upcoming Events

June 14

JDLH School Foundation Board Meeting

June 16

18th Annual JDLH School Dairy Festival at the Barn

July 12

JDLH School Board of Trustees Meeting

July 18

JDLH School Alumni Board of Directors Meeting

August 5

Huguenot 217th Biennial Reunion

August 20

Clemson Extension Annual Dinner

August 25

JDLH School's 17th Annual Open Golf Tournament

September 13

JDLH School Foundation Board Meeting



Report Proviso 7.4

Response to Proviso 7.4 as it relates to the Fiscal Year 2015-16 academic school year. John de la Howe (JDLH) served a total of 121 students from July 1, 2014 through June 30, 2015 (excluding Abbeville County Alternative Students). Currently from July 1, 2015 through present JDLH has served a total of 77 students within its campus and wilderness program. Additionally, the agency has served a total of ten (10) Abbeville County Alternative Students for a total of 87 students to date this fiscal year.

Deferred maintenance was completed on Savannah and Palmetto Cottages, enabling JDLH to serve an additional 16 students once occupied (DSS licensing determines the habitability of cottages and requires a staff to student ratio of 1:8 per cottage). Currently, JDLH has a total of 10 of 12 cottages licensed by DSS. Hester Cottage was taken off line during the annual inspection in 2014 and Hester Cottage was not licensed during the annual inspection for 2015. Both cottages are in desperate need of deferred maintenance (JDLH requested funds for renovations of both cottages in the 2014-15 budget and equally in the 2015-16 budget). Currently six (6) of 10 cottages and two (2) campsites are occupied for a total of 62 students across both programs. If funding streams were available JDLH would be able to open the additional four cottages and serve an additional 32 students.

Current Staffing Levels:

New/ Replaced Direct Care FY 15-16

FTE 17

- 9 Residential Counselors
- 1 Nurse
- 1 Certified Nursing Assistant
- 2 Teachers (1 Physical Education and 1 English)
- 1 Clinical Therapist
- 1 Recreational Therapist
- 1 Cook

Current Total Employees: 101

FTE	83
Temps	18
TOTAL	101



John de la Howe School 16th Annual Rufus Sawyer Memorial Children's Fishing Tournament

Saturday, Sept. 24, 2016

William J. Dorn Fishing & Boating Facility

Hawe Creek Landing (off Hwy 378)

Strom Thurmond Lake, McCormick, SC

The mission of John de la Howe School, located in McCormick, SC, is to provide a safe place for children to heal, grow and make lasting changes. Our goal is to introduce these youngsters, many of whom are experiencing behavioral or educational issues, to the fun of tournament style fishing. All students participating will receive a trophy and a prize. Weigh-in will be in 5 categories:

Biggest Fish
Top Largemouth Bass
Top Pan Fish
Top Striped/Hybrid Bass
Top Random Species

The students range in age from 12 to 16 yrs. They come from across our state. Having boat captains, both male and female, to mentor our youth in fishing skills as well as in being good citizens has proven to be a major plus for our students. We would like to have enough boats to take out at least 15 children. **Any boat taking out a girl student must have a female chaperone on board.** Sack lunches will be provided for all participants by the school. A cook-out is planned following the weigh-in.

Rufus Sawyer, the man for whom the tournament is named, was an alumnus of John de la Howe School. He cared deeply about children, and even provided outdoor basketball courts at the school's cottages. Mr. Sawyer also sponsored this annual fishing tournament, which lives on today in his memory.

In recent years, the tournament has been sponsored by the John de la Howe Alumni Association, Clark Hill Striper Club, Augusta Marine, Southeastern Paralyzed Vets and others.

The students of John de la Howe School, along with their families, thank you for your gracious support!



Greene Finney & Horton

CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS

March 20, 2014

Management of the John De La Howe School
McCormick, South Carolina

This letter is to confirm our understanding of the terms and objectives of our agreed upon procedures engagement with the John De La Howe School ("School") and the nature and limitations of the services we will provide.

The procedures and the report to be provided, which were agreed to by the management of the School and the South Carolina Office of the State Auditor ("State Auditor"), are solely to assist you in evaluating the performance of the School for the fiscal year ended June 30, 2013. The School's management is responsible for its financial records, internal controls and compliance with State laws and regulations. This agreed-upon procedures engagement will be conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of the specified users of this letter. Consequently, we make no representation regarding the sufficiency of the procedures either for the purpose for which this letter has been requested or for any other purpose.

We will perform certain procedures as outlined in Exhibit A. We will also provide a report that will summarize our findings and recommendations related to our work as detailed in Exhibit A. The report that will be provided is intended solely for the information and use of the Governor and management of the School and is not intended to be and should not be used by anyone other than these specified parties.

Kevin Madden is the engagement partner for Greene, Finney & Horton, LLP and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We plan to issue our final report by May 16, 2014. Our fees for the services (as outlined in our accepted proposal from the State Auditor) will be \$12,000. This fee quotation is based upon anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during our work. If we have any problems or issues regarding this work, we will notify you immediately. Our invoices/fees for the services performed will be rendered upon completion of the report and are payable upon receipt.

We appreciate the opportunity to be of service to the School and believe this letter accurately summarizes the significant terms of our work. If you have any questions, please let us know. If you agree with the terms of our work as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,

[Redacted Signature]

Greene, Finney & Horton, LLP
Certified Public Accountants

Acknowledged:

Office of the State Auditor

[Redacted Signature]

Richard H. Gilbert, Jr., CPA
Deputy State Auditor

3/20/14
Date

John De La Howe School

[Redacted Signature]

Dr. Danny R. Webb
Interim President

3/20/14
Date