



JOHN  
DE LA  
HOWE  
SCHOOL

# Executive Summary

## Agency Overview

### Snapshot- History

*history, mission, resources, successes, challenges, and emerging issues*

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*-Authorized, Actual, Filled FTE Positions and Salary (FY13-FY17)*

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# History



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Zebulon D. Young, Ph.D., CPM, HRP, DWCP-ES, GCDF  
Human Resources Manager II

## History of John de la Howe School

In 1797, Dr. John de la Howe bequeathed his estate for the purposes of establishing a farm school to lodge, feed, clothes, and raise 12 poor boys and 12 poor girls to be productive citizens on his plantation in what was then Abbeville County.

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.

- 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.
- Vocational training was introduced, giving children a practical means of earning a livelihood.
- 1937: Fire destroyed de la Howe Hall. While tragic, this allowed Dr. Gettys, the Superintendent at that time, 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."
- 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.
- 1970s: Agency 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: 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: 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.
- 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: Board approves a new mission statement for JDLHS, namely to "Provide a safe haven for children to heal, grow and make lasting changes."
- 2017: Feasibility study has been granted to the Board to explore the possibilities of the agency expanding its agricultural education program in keeping with the Will of Dr. John de la Howe

# Student & Family Services



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Daniel F. Wardlaw  
Program Manager I

## Student and Family Services

The John de la Howe School provides residential, counseling, medical, and educational services to children (aged twelve to eighteen; male and female) twenty-four (24) hours per day year round through a variety of programs and initiatives.

The Admissions department is responsible for facilitating the initial contact with prospective families and other referring entities such as the Department of Social Services (DSS), Department of Mental Health (DMH), Department of Juvenile Justice (DJJ), and South Carolina school districts. Once it has been determined that the referred child may be a suitable candidate for placement, our Admissions department will schedule a formal assessment of the child to determine if placement at the John de la Howe School (JDLHS) would be appropriate for that child and the extent to which services will be provided. As of July 1<sup>st</sup>, 2017 our Admissions department has recorded the following:

- Calls: 342
- Referrals: 38
- Assessments: 19
- Placements: 14
- Number of Students Served: 31

Year to date:

- Calls: 1018
- Referrals: 169
- Assessments: 61
- Placements: 43
- Number of Students Served: 74

The John de la Howe School has received licensure through the Department of Social Services to operate 10 cottages as a Child Caring Institution expiring on the 26<sup>th</sup> of September, 2018.

The Residential Program is regulated by the Department of Social Services, Department of Health and Environmental Control, and Fire Marshall. Per DSS regulations, the JDLHS provides for a one to eight (1:8) staff to student ratio with a wake staff to optimize supervision and security. Given that regulation, it takes five (5) full-time staff to operate one unit for a full calendar week. This number does not include supervisory, administrative, and auxiliary staff that perform other functions throughout the agency. The staffing cost associated with operating a single cottage 24 hours per day for a year is approximated using figures gathered from the Agency Compensation Report:

- Direct Care Staff Only: \$140,052.00
  - Residential Counselor (Human Services Specialist II) (5): \$140,052.00
- Accounting for Administrative and Support Services: \$179,393.46
  - Director (Program Manager I)

## Student and Family Services

- (1 position / 10 cottages): \$6,360.00
- Assistant Director (Program Coordinator II)
  - (1 position /10 cottages): \$4881.30
- Program and Treatment Services Coordinator (Human Services Coordinator I)
  - (1 position / 5 cottages): \$7,473.83
- Residential Counselor (Human Services Specialist II)
  - (5 positions / 1 cottage): \$140,052.00
- Activity Therapist (Recreation Specialist III)
  - (1 position / 10 cottages): \$3,252.30
- Clinical Therapist (Human Services Coordinator I)
  - (1 position / 5 cottages): \$7,473.83
- Food Services Specialist V
  - (1/10): \$3,900.20
- Registered Nurse
  - (1/10): \$5,000.00

The JDLHS Wilderness Program is offered to middle school aged boys who may require a higher level of daily structure. The program operates on a modified Campbell-Loughmiller model of behavior management. Group process is the cornerstone of this model in that the campers learn to work together and depend on one another as a group for daily living, decision-making, and problem solving in a camp-style setting. This process allows the camper to see how their decisions affect other members and situations and it offers each group member the opportunity to help each other solve problems, complete tasks, and accomplish goals. The goal of the program is to build positive relationships with, teach and enhance the skills of, build confidence in, and promote the success of the campers. By doing so, this will provide the camper with a stable foundation for socially productive living in their respective home environments.

All direct care staff are certified in MindSet (de-escalation and crisis intervention), CPR and First Aid; and are trained in Think Kids: Collaborative Problem Solving (behavior modification), suicide prevention, and other relevant agency trainings for the purpose of being able to provide and manage a safe and nurturing environment conducive of positive growth and development.

Clinical counseling services are provided to all of our students (and families) by way of individual and group sessions at a minimum of two times per month. These services may be increased at the request of the child, guardian, or the Treatment team and in accordance with the child's Individual Plan of Care. The Clinical staff hosts Family enrichment and parenting workshops at least four times throughout the calendar year with the intent of (re)building positive familial relationships and skills training that will aid the family in future successes as a unit.

The Program and Treatment Services Coordinators (PTSC) work closely with the Clinical staff by providing counseling sessions, case management, and aid in facilitating parent workshops. The

## Student and Family Services

PTSC also works as a liaison between the students and any aspect of the Treatment team as it is concerned with that child's Individual Plan of Care.

Alcohol and drug use and abuse counseling is provided to the students who are determined to need them through partnership with Corner Stone located in McCormick, SC.

Mental Health counseling and services are provided to the students through partnership with McCormick Mental health.

The JDLHS provides Activity Therapy services to our students throughout the year in both group and individual settings. The students learn life and living skills as well as team building, positive decision-making, and social skills through a wide range of activities and events planned and coordinated through the Activity Therapist. The students are involved in a variety of community oriented events such as Boy Scouts, local church events, and 4-H camps and activities. The students also participate in a myriad of community service activities including lawn maintenance for elderly community members, Meals on Wheels, and volunteering at local nursing homes.

The JDLHS provides three meals per day to each student while in placement which are approved by the USDA and regulated by the Department of Health and Environmental Control.

The Academic services of the JDLHS are provided through two mediums. Our students who are in grade levels six through ten participate in EdOptions Academy (accredited through Advanced Ed) with the assistance of classroom monitors. Those students who are in the eleventh and twelfth grades receive their academic services through McCormick High School in McCormick, SC.

The equine program at the JDLHS provides the students with both an educational and therapeutic experience through the care of and interaction with our eight horses housed in a barn that the students paired with staff and volunteers helped to build and maintain.

Our infirmary staff provides basic medical services to our students and staff twenty-four hours per day year round. These services include first aid and CPR trainings certified through Red Cross, administering of medications, filling of prescriptions, setting of and transportation to medical, dental and vision appointments, and transportation to Self-Regional Hospital in the event of an emergency. The infirmary staff also maintains communication with families in reference to the students' medical well-being.

The Family Life Center is used to facilitate a number of training, counseling, and family and student focused events including family workshops and student orientation. There are hotel-style rooms organic to this facility that are made available to families for the purpose of facilitating the building of positive relationships with their children. This helps to ease the travel burden of some of our more distant families. The rooms are also utilized for the purpose of providing shelter to affiliated families, staff, and persons in the wake of emergency situations. Refuge was most recently provided for several families impacted by Hurricane Irma.

February 2, 2017

To whom it may concern,

From the ages of 8 to 12 I was a problem child. Whether it was stealing, fighting, or lighting fires, I was doing it. By the time I was in the sixth grade I'd have already had 3 run ins with the law, and multiple school suspensions. This one time I got arrested for being drunk over the summer of, I wanna say '05 or '06, it was the straw that broke the camel's back for my grandfather. So he began looking for a school or program that was disciplinary and affordable, and that's when we took a trip to visit the wilderness program at John De La Howe School.

I guess my grandfather had his mind made up because no less than two weeks later I was dropped off at JDLH wilderness program to begin my youth social rehabilitation. After all my belongings were checked for contraband, I was told I was to be a part of the Eclipse group, led primarily by Chief Danny Wardlaw (the best mentor ever.) Now I had been a boy scout prior to the WP, but it did little to prepare me for the actuality of living in an open-air cabin in the woods. Everything was structured and on a time schedule, with repercussions that affected the entire group if these goals were not met. I use everything in a very literal way, from when we woke up in the morning it was 10 minutes to get ready to go up trail for breakfast, 15 to eat breakfast, 8 for personal hygiene, then we went to school. If we had any problems along the way, we would have to group up and talk about, and hopefully that's all it took to resolve the issue, but sometimes whoever was having the issue needed an attitude adjustment which meant so did the group. We would then proceed on a multiple mile walk in whichever direction the chief felt like. Needless to say we tried not to have this happen often, but after a while we knew when we got a new guy we were bound for a lot of miles and group ups until the guy got with the program. At the time we all hated the groups and walks, but it made us develop other ways to express our emotions rather than fighting or cussing.

We attended a formal classroom setting for about 4 hours a day, which was ran by the wonderful Chief Sharon Howell and Chief Katy Hughes, and then for another 3 hours we did what I remember as elective courses. You had a choice between the equine program, farm program, and horticulture greenhouse. I mostly went with the greenhouse because I was good at it, and it was noticeably cooler than the outside environment, but I sometimes went to the equine course as well, also ran by Chief Sharon Howell I learned how to saddle and ride a horse, how to care for a horse's hooves, and got to make horse trails and upkeep pre-existing trails. In the greenhouse, ran by Chief Meredith, I learned how to cultivate veggies and flowers, and got pretty good at making flower arrangements, so good that me and my best friend Jordan Yellowdy got to go to the town of Abbeville and make flower arrangements for hanging baskets all throughout the town and even in front of town hall and the courthouse. It was a great time, plus we got to leave JDLH for a little bit, which means we were trustworthy, and that made a guy feel good.

Since I've been discharged from the WP, well it's still been a rocky ride, but I would have been a whole lot worse off had I never attended. I attribute the rest of my rocky adolescence to family issues and puberty. I have a GED which I'm proud of, and have enlisted into the army, which has been a goal of mine since I left the WP. I leave for basic in a few weeks and I can't wait. In all I spent 1 year and 9 months at JDLH WP, it was the most enriching and character building experience of my life and I would do it all over again if I could. I developed friendships that I still have to this day, and learned lessons that I will never forget. The WP made me a survivor and a

winner, 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 Wilderness Program. I can't thank you enough for everything you do to help troubled youth like I was, you all deserve more than anyone could ever repay you.

Sincerely,

Travis Robert Fowler

P.S. Special thanks to Chief Danny, Chief Katy, Chief Sharon, and Chief Tim, the best mentors a kid could have asked for.

# Education Services



JOHN  
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Jonathan M. Rose  
Principal



192 Gettys Rd\*McCormick, SC 29835\*864.391.0410

#### 10.4.17 L. O. C. Education Talking Points

2015-2016 John de la Howe's LS Brice School lost its accreditation due to the inability to recruit and retain certified teachers at our rural location for the State's Defined Program.

We made efforts to move the school forward by partnering with McCormick County School District in November of 2016.

For the 2017-2018 school year we are partnering with EdOptions Academy to provide educational services. EdOptions Academy is AdvancEd Accredited. Two driving forces determined this partnership: 1. In an effort to honor the concerns of our parents wanting to educate our students in an environment that was not the traditional school setting. 2. Lower our education costs.

4 Teacher Assistants/Classroom Monitors  
Special Education Service Provider  
School Guidance Service Provider

Using EdOptions Academy to deliver instructional services reduced the agency costs by an estimated \$360,000 annually.

Under the accreditation, AdvancEd ensures EdOptions Academy students can transfer the credits they earn to other educational institutions. This accreditation grants EdOptions Academy the ability to offer high school credits and diplomas recognized by schools and colleges across the country and around the world.

*The mission of John de la Howe is to provide a safe haven for children and families to heal, grow, and make lasting changes through counseling, education, and a culture of care and development.*



192 Gettys Rd\*McCormick, SC 29835\*864.391.0410

#### 10.4.17 L. O. C. Mechanical Training Talking Points

In efforts to be proactive in regards of our feasibility study, we are exploring college and career readiness opportunities with Clemson Extension, Piedmont Technical College's Diversified Agriculture program, Forestry Department, and Future Farmers of America.

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# Finance and Business



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Sylvester Coleman  
Director of Finance and Business

## Financial and Business Operations Summary

### Overview:

**Business and Finance** is a major division of the agency that encompasses the following areas/departments:

**1) Administration and Business/Finance** - houses Accounts Payables and Receivables as well as Procurement, which creates Purchase Orders and monitors compliance- Financial Management and ensure reporting requirements CAFR, Audit and Managing Budget.

**2) Information Technology** also falls within this area (one Information Resource Consultant and I serve as the Information Security Officer.

**3) Residential Dietary-Food Services** (Dining Hall Supervisor and 3 Food Service Specialist) this area ensures compliance with DHEC licensing for retail food services compliance as well as nutrition and Wellness Program and prepares meals for students (Breakfast, Lunch Dinner and snacks.

**4) Farm Operations** (Farm Manager and Farm Assistant and 1- Temp in Equine program)

## Highlights and Accomplishments Direction

Highlights and accomplishments for operational items updates are:

- **Facilities Assessments –**
  - Facilities Deferred Maintenance – Roofs on 9 buildings(Determine size of facility repair and Preventive Maintenance required & continued assessments on facilities)
  - Quackenbush study from 2015 continue to address facilities to include: Cottages/ Administration Building Interior/Family Life Center Roof major
  - Plan for 2018 -2019 upgrade and/or replace IT aged: servers, desktops and telephone
- **Improved efficiency of administrative and support services**
  - Improved processing time of requisitions and payments to vendors
  - staff attended training (Accounts Payables/ Accounts Receivables, Procurement Contract Management/ Grant Writing and Administrative
  - Financial Director in place/Improved Processes -Meal Tickets for accountability monitoring of Procurement Process to minimize exceptions. Paying on time has resulted in vendors allowing issuance of Purchase Orders and Credit

- **Planned Major Capital Projects- Water Tower(\$200K) and \$245-Administration Roof**
  - **Minor:**
    - Swimming pool
    - Roofs on Museum House and Infirmary
    - Flooring- L. S. Brice School- expecting \$52,000 on insurance claim which results in no cost to taxpayers
    - Security Cameras install completion status-Core Protection of Facilities
    - Future-Fire and Burglar Alarm quotes and Access Control for buildings campus-wide
    - Forestry expecting cut by March 2018
- **Current Farming includes: Equine(8 Horses and 1 Donkey) Other Farming Cattle 22 just added 7 – Swine Population growing, 8 – Adult Hogs and 27 –midsized, looking to market John de la Howe meat products pork and beef, Goat population of 30 plus**
- **Audit 2016** No major findings from 2016 Audit and favorable comments on implemented business office procedures and internal controls. Internal audits are conducted on assets valued over \$1,000, weekly audits on deposits and quarterly audits on food services.
- **Cost impact-**
  - Worker's Comp Insurance - \$77,488
  - Insurance Reserve Fund- Buildings and Vehicles - \$96,382
  - Utilities- \$294,700(FY17)
  - Maintenance/Repairs/Alarm \$58,355
  - Food/Supplies- \$90,000

## **Agricultural Deliverables:**

The following:

- Greenhouse- Maintaining, Planting and landscaping on campus
- Livestock- growing of swine operation and goats, feeding cattle
- Assistance in pasture fence restoration projects
- McCormick Cattleman Assoc. meeting will several students participating
- McCormick Festival sell plants
- Hay storage
- Rebuilt corral for goat barn
- Building feeding troughs
- Refurbishment of Chicken Barn
- Swine Operation Processing of pork and later beef – USDA certified for sale in SC and out of State
- Planting of Wildlife plant food for deer
- Certified in Hunter Education
- Future- FHA site training, Tractor competition, and partnering opportunities with FFA as well as related farm industries to include but not limited to John Deere, Kubota, Piedmont Technical College

## **Forestry Deliverables:**

- Firewood minor preparation and sales
- Sawmill on Campus- use of timber from JDLH for small construction projects
- Forestry Service firefighters equipment for Farm City Day
- PineStraw Sales
- Trail Maintenance
- Future – Timber measurement
- Partnering the Department of Natural Resources, Forestry Commission and Timber Industry

# Administration

# HR



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Zebulon D. Young, Ph.D., CPM, HRP, DWCP-ES, GCDF  
Human Resources Manager II

Report of the Director of Human Resources- John de la Howe School  
Dr. Zebulon D. Young  
October 4, 2017

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The John de la Howe School is primarily governed by the Title 59, Chapter 49 of the SC Code of Laws. Title 59, Chapter 49 is included in its entirety is included in your packets.

Section 59-49-20 Trustees of School; appointment; term; vacancies  
States, *"the school must be under the control of a board of trustees, consisting of nine members, appointed by the Governor, subject to confirmation by the Senate. The terms of the members of the board must be for terms of five years. Appointments to fill vacancies must be for the remainder of the terms in the same manner of the original appointments."*  
Currently we have 6 board members and 3 vacancies.

Our agency throughout the year conducts internal audits of our human resources files in accordance with the State Department of Human Resources. For FY 14-15 and 15-16, we have had favorable delegations audit results from the State Department of Human Resources which are provided in your packets. Our Finance and Business Department too, has had favorable audit results and I will allow Mr. Coleman an opportunity to speak on those audit results, also provided in your packets.

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The Human Resources division provides the knowledge, necessary tools, training, administrative services, coaching, legal and management advice, and talent management oversight that the rest of the agency needs for successful operation. We are the organizational function that deals with or provides leadership and advice for dealing with all issues related to the people in the agency. As such, we deal with compensation, hiring, performance management, organization development, safety, wellness, benefits, employee motivation, communication, administration, and training as a two-person team.

Our training and development consists of both internal and external contacts. DSS mandates that all of our direct care staff have at least 14 hrs of annual training yearly. So we accomplish this by providing training updates and classes throughout the year inter-agency. We have a themed training fair that takes place usually the first Monday in August each year where our staff can get refresher training on pertinent topics to include Blood Born Pathogens, Mandated Reporting, Campus Safety, Workers' Compensation, etc. During the employee orientation, we provide staff with adequate training in youth suicide prevention through the Jason Flatt Foundation. Other training provided internally are mandated reporting, fire safety, harassment, MindSet, ThinkKids, CPR/First Aid/AED. External trainings are provided through partnering agencies and programs are: Supervisory Skills Training, Human Resources Professional Development, Certified Public Manager Training, Mediation Theory Training, Youth Mental Health First Aid, School Law training, and a host of other developmental enriched training for our staff to be efficient and effective in working with our students.

Since joining the agency in May 2013, I have implemented a more streamlined approach to hiring new employees by recruiting, onboarding and orientation through the developmental initiative of a robust and well planned onboarding program; which, has allowed us to focus on hiring the right employees and keep them engaged by providing proper induction into the agency. I have provided you a copy of our onboarding program in your packets.

Currently, we have 56 FTEs filled of the 98 available and 11 temporary positions. I have provided in your packets, the breakdown of each program area/organizational unit in the agency. Also provided; a current organizational chart, an employee demographics report from SCEIS, Agency Compensation Report and Staff to Student Comparison Report.

## **STATE AGENCIES THAT PARTNER WITH HUMAN RESOURCES**

### **Department of Administration – Division of State Human Resources**

- Personnel Issues (Grievances, Mediation)
- Classification and Compensation
- Salary Approvals of salaries above mid-point
- Provides HR Consultant
- NeoGov (job postings)
- Review all HR policies
- Training and Development (CPM, HRPD, Supervisory Training)
- South Carolina Enterprise Information System (SCEIS) – Processing of all new hires, terminations, salary actions, personnel information, HR to Payroll actions

### **State Accident Fund – Worker’s Compensation**

- Work related injuries
- Settlements

### **South Carolina Public Employee Benefit Authority (PEBA)**

- State Health Insurance
- State Retirement
- Health Screenings
- The South Carolina Deferred Compensation Program

### **South Carolina Human Affairs Commission (SCHAC)**

- Equal Employment Opportunity Reports
- Affirmative Action
- Investigation of Human Affairs Complaints

### **South Carolina Law Enforcement Division (SLED)**

- Background checks for criminal record

### **Department of Social Services**

- Central Registry Checks for child abuse

### **South Carolina Department of Employment Workforce (SCDEW)**

- SC Works – job postings
- SC BOS – Unemployment reports, separation notices
- Claims
- Adjudications

## **State Archives and History**

- Records

## **FEDERAL AGENCIES**

### **Department of Labor**

- Federal labor laws
- Minimum wage and overtime
- Fair Labor Standards Act
- Occupational Safety and Health Act

### **OSHA**

- Job safety and health

### **E-Verify**

- Homeland Security Check on new hires

### **Others**

### **ARCPoint Occupational Solutions**

- Drug Screens

**2013-14**

Org Units	Avg Employees	Separations	Turnover %
JOHN DE LA HOWE	2.0	1	50.00%
ADM BEHAVIORAL HEALT	37.5	18	48.00%
ADMIN EDUCATION	19.5	3	15.38%
ADMIN FINANCIAL	14.0	4	28.57%
ADM HUMAN RESOURCES	2.5		0.00%
Advancement and Development	1.0		0.00%
	76.5	26	33.99%

**2014-15**

Org Units	Avg Employees	Separations	Turnover %
JOHN DE LA HOWE	3.0		0.00%
ADM BEHAVIORAL HEALT	39.5	20	50.63%
ADMIN EDUCATION	20.0	7	35.00%
ADMIN FINANCIAL	14.5	5	34.48%
ADM HUMAN RESOURCES	2.0	1	50.00%
Advancement and Development	1.0		0.00%
	80.0	33	41.25%

**2015-16**

Org Units	Avg Employees	Separations	Turnover %
JOHN DE LA HOWE	4.5	5	111.11%
ADM BEHAVIORAL HEALT	35.0	20	57.14%
ADMIN EDUCATION	16.5	9	54.55%
ADMIN FINANCIAL	11.5	6	52.17%
ADM HUMAN RESOURCES	4.5		0.00%
Advancement and Development	1.0		0.00%
	73.0	40	54.79%

**2016-17**

Org Units	Avg Employees	Separations	Turnover %
JOHN DE LA HOWE	6.5	1	15.38%
ADM BEHAVIORAL HEALT	28.5	16	56.14%
ADMIN EDUCATION	14.0	13	92.86%
ADMIN FINANCIAL	8.5	2	23.53%
ADM HUMAN RESOURCES	4.5	1	22.22%
Advancement and Development	1.0		0.00%
	56.0	33	58.93%

# Concluding Topics



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Dr. James A. Franklin, Sr.  
Interim Superintendent

## The John de la Howe School Foundation

The John de la Howe School Foundation became a non-profit Foundation on August 16, 2002. It was organized exclusively for the benefit of the John de la Howe School.

Over the years, the Foundation has provided activities for students and their families, to include construction of a cabin, tickets for students to attend concerts and athletic events, funds for repairs to several campus facilities, and refurbished furniture.

A major purchase by the Foundation was a livestock trailer for the Agriculture Program. The Self Foundation made a grant to the Foundation in the amount of \$11,000.00 for the school's arts program. The Foundation currently has \$28,577.93 in the bank.

The Foundation Chairman is Mr. John Temple Ligon of Columbia. The President is Mr. Richard Wolfe of Calhoun Falls, S. C.

## MCCORMICK CHILDREN'S HOME

The McCormick Children's Home is housed on the John de la Howe School Campus. The mission of the McCormick Children's Home is to ensure a safe emergency shelter and related services are available for abused, neglected, and abandoned children in McCormick and the surrounding areas.

It is a non-profit organization which is licensed by the South Carolina Department of Social Services. It offers an emergency shelter for up to twelve children. An average of six children are in the shelter each day.

The shelter is open to children from all over the State of South Carolina. Children from sixteen counties have been served by the shelter since its opening in 1998.

It is a shelter for children aged birth to seventeen years of age.

## John de la Howe Alumni Association

The John de la Howe Alumni Association is an active group of former students which fellowships together and the group also supports activities for the school.

The group collect gifts for the children at Christmas and helps to plan the Christmas events. The Alumni will sponsor the 22<sup>nd</sup> Annual John de la Howe Open Golf Classic on Saturday, November 18<sup>th</sup> at the Hickory Knob Resort Golf Club.

Over one hundred persons attended the 2016 Alumni Reunion. They came from as far away as the State of Washington.

## John de la Howe School Campus Events

A number of events are sponsored by the John de la Howe School which involves the community.

The Lions Club holds its Annual Christmas Dinner at the School and has been doing so since 1947. Their next Christmas Dinner will be December 14<sup>th</sup> at the School.

The John de la Howe School holds two major community events during the year: a Fall Festival and a Dairy (spring) Festival. Admission to our festivals is free. Each festival has events for the entire family. The types of events include: free hay rides, free inflatables for kids, music, a petting zoo, tours, food vendors, free games for kids, farm animals, free popcorn, craft stands, etc. This year's Fall Festival will include a blood connection and other health topics. The Fall Festival will be held Saturday, October 21<sup>st</sup>, from 10:00 a. m. until 4:00 p. m.

The Dairy Festival is held in the spring, with similar events and activities. Naturally, dairy means white milk, chocolate milk, ice cream, and other items produced from milk, i. e., butter, cheese, butter milk, etc. A dairy cow is always on exhibit.

Church services are held in the Chapel and the public is cordially invited to attend.

The Alumni and the Foundation hold their annual dinners and regular meetings here on campus.

## GENERATOR PARTNERSHIP

For hurricanes and for any long range possible power outages in the past, the School was closed and students were sent/carried home. To guard against this in the future, a generator was purchased to serve two cottages – one cottage for boys and one cottage for girls. The partners involved in this purchase were: Self Family Foundation - \$21,400, Lions Club - \$2,371.00, West Carolina Telephone Cooperative - \$2,400.00, Good Shepherd Catholic Church - \$1,000.00, John de la Howe Foundation - \$4,779.65, and the John de la Howe School - \$2,495.00.

The School lost power during Hurricane Irma, but the students were housed in the two cottages using generator power. With the generator, the School did not have to close, and services to our students continued.

We are grateful for this type of partnership.

## **OTHER SUPPORT GROUPS**

**McCormick County Council**

**S. C. Commission of Forestry**

**Strategic Planning Committee**

**Clemson University Cooperative Extension Service**

**THE VISIT TO THE CAMPUS BY THE  
LEGISLATIVE OVERSIGHT COMMITTEE IS  
SCHEDULED FOR OCTOBER 17th**

# Appendix



JOHN  
DE LA  
HOWE  
SCHOOL

## **A. Will of Dr. John de la Howe and Statutes**

The operation of John de la Howe School is governed by the will of Dr. John de la Howe and Title 59 Chapter 49 of the SC Code of Laws. They are both included here.

### *John de la Howe Will*

Dr. John de la Howe's will is included in its entirety in a case interpreting the will, *Mars v. Gilbert* (93 S.C. 455).

"State of South Carolina, Abbeville County.

"In the name of God-Amen.

"I, John de la Howe, of the county of Abbeville, in the state of South Carolina, M. D., being of sound and disposing mind, memory and understanding, do make, ordain and publish this my last will and testament.

*"In primis*, it is my will and desire that my remains shall be buried as near as can be to the spot where those of the late Miss Rebecca Woodin are deposited, on the hill opposite to the dwelling house wherein we both resided together, and I still do reside, on my plantation or farm named Lethe, as the last mark and testimony of my friendship and sense which I ever have retained of her merit; and it is further my will, that as soon as it can conveniently be done after my decease, a substantial brick wall shall be build 'round our sepulchers, not less than 10 feet square in the clear, eight feet above ground, and two bricks thick; with a substantial door and lock, and that the whole of it, shall forever be kept up and in good order, and the area within clear of bushes and weeds; that the following inscription in large iron capitals shall forever be kept incased in the door, 'Rebecca Woodin obiet 4th Oct. ris 1788-Joes de la Howe *fundator Seminarie Agriculturalis,*' with the date of my decease.

"I give and devise all my real and personal estate of whatsoever nature it may be, so in possession as in right (excepting what is hereafter by this my last will otherwise disposed of), to the president and Agricultural Society of this state of South Carolina, now or lately holding their usual meetings in the city of Charleston, and to such of their members as the said society pro tempore shall name and appoint to take the execution and trust contained in this my last will and testament upon them, and to their successors in said appointment forever. That is to say, in trust for the following intent, uses, and purposes, and for no *other use*, intent, or purpose, whatsoever, viz.: For causing and procuring, to be erected, established, organized, and forever kept up on that part of the plantation where I now reside or any other part between the springs and mouth of the branch which runs through the yard, and Little river, as Agricultural or Farm School, *in conformity as near as can be (mutatis mutandis) as occasional circumstances may render advisable*, and the wisdom of the society shall suggest, to a plan proposed in the Columbian Magazine for the month of April, one thousand seven hundred and eighty- seven; with this difference-*that this farm school is principally by me intended* for by the yearly income of the estate by me devised and bequeathed by this my last will, forever both educating in conformity to the said plan, and also lodging, feeding and uniformly clothing twelf poor boys and twelf poor girls, whose parents, or who themselves have resided in Abbeville county aforesaid, not less than six years, and actually continue to reside within the compas or extent of said county; but that orphan children (*cateris parebus*) shall have the preference. And it is my will that they shall manufacture such of their clothing themselves, as can be made out of the produce of the farm, and that the trustees shall be pleased to procure out of the ready money which I shall leave at my decease, such implements for facilitating labour, as may not only answer

that purpose *but contribute at the same time to the facilitating the labour of the neighbors and making them more industrious*; provided that not above one hundred pounds sterling be employ'd in the purchase of said implements. And I do wish and recommend, the use of beach leaves gathered before the frost, and dried in the shade for bedding, as the leaves of the beach tree, cured as mentioned, make a comfortable, and by far more healthy bedding than feathers, as they will remain good for four or five years, and may be easily renewed, and as being introduced \*132 amongst the poorer class of citizens (whose bedding is now a blanket) they may thereby enjoy one that is comfortable and healthy.

"And it is my will that such part of my personal estate as the trustees shall not think immediately necessary or particularly useful for carrying on the farm and farm school, shall be by them sold in such manner and such terms as they may think the most advantageous; but that in particular my surveying compass, chain, and instrument case, shall be reserved for the *use of the farm school*, as likewise such books as in their judgment may be useful to the master, and particularly, Shaw's Chemistry, so that he thereby may be enabled to comply with the next following article, if unacquainted with the principles, viz.: That it shall be the duty of the master, that besides having the boys instructed in reading, writing, arithmetic, principles of geography, and of geometry so far as to render them versed in practical surveying, and the girls in reading, writing and four common rules of arithmetic, he will and shall instruct both boys and girls (so as occasion offers), in such chemical principles, as the success of their different operations depends upon, as malting, brewing, distilling, baking, fixing different colours, making vinegar, soap, cheese, butter, etc., etc.

"*And it is my will that such children as reside conveniently in the neighborhood for attending the school, may be allowed to be instructed as the children of the farm school*, those of parents not able to pay the schooling, *gratis*, and those who can afford it, at such rate as they and the master can agree upon, but to such number only as the trustees shall judge that the master can conveniently instruct, provided that all children admitted into the said farm school shall be obliged to conform to such rules and regulations, as the trustees or master shall from time to time reasonably make for the government thereof. "And it is further my will, that in the choice of a master for the said farm school, skill, industry, and morals shall be the only qualifications attended to, and that in the admittance of poor children, no manner of regard shall be paid to what religion or sect they or their parents possess; and that it shall be a particular charge to the master, to teach and instruct them only, in the general, plain, and practical parts of religion and morality, without meddling with speculative and controverted points, or with such as constitute the particular character of any sect.

"In case that it should appear to the society that the yearly income of the estate by this my last will given and devised, should not be sufficient to carry immediately my above disposition into full effect (which however is not expected), I in that case request them to make such beginning as the yearly income may bear the expenses of, in such manner that the stock on the farm, as horses, mares in particular, horn cattle & sheep may be kept up for the use of the farm, but as I shall leave a considerable sum in ready money, I recommend that such suitable but simple buildings in the way of my present overseer's house may be immediately erected to answer the plan to the whole extent, but that all the outward timber may be of chestnut.

"It is also my will that my tract of land, part of which I do now keep inclosed and reside on, made up of twenty-one original tracts, and by a late resurvey containing two thousand six hundred and thirty acres, shall be forever so far indivisible as that five hundred acres shall be laid out for the farm, including what is under fence, and that one thousand acres shall forever remain in wood or forest, in order to supply the farm with convenient range and with fuel and timber, and in process of time contribute to the support of

the institution, but that the surplus land over and above the five hundred, and one thousand acres before specified, may be by the trustees to farm let in such tracts as they shall think to the best advantage, provided that no tracts of land by this my last will devised shall ever be let on a more extensive lease than that of fourteen years, and that every such lease shall contain a condition that the lessee shall not cut or wilfully suffer to be cut any timber or wood from the said thousand acres reserved for the use of the farm school, unless by and with the express permission of the trustees.

"And it is my will, that in case the Agricultural Society of South Carolina, should against my expectation (the plan being relative to the institution of the society) should decline or neglect appointing trustees for taking upon themselves the execution of this my last will and testament or the trust contained in the same, or that the said society should at any time be dissolved or annihilated, that then and in each of these cases, the execution of this my last will or the trust contained in it, shall devolve upon such trustees as the Hon. Legislature of this state shall please to name and appoint; *and as the aim of this my last will and testament is, to raise useful citizens*, I do hereby humbly request the Honorable Legislature that in the above case they may be pleased to incorporate such trustees as they shall think proper to appoint, under such clauses and regulations as in their great wisdom shall seem meet; and for the same reason of intending to raise useful citizens to the state many whereof would without such an institution be a nuisance. I begg the Honorable Legislature graciously pleased to keep the *Institution under their fatherly protection*.

"It is further my will, that wherever the yearly income of the estate by me bequeathed \*133 and devised, shall be adequate to it, such children as shall have completed their education at the farm school provided they have not resided there a less time than five years, and behaved to the satisfaction of the trustees during their residence, shall receive such gratification in cattle from the trustees, as in their judgment they shall think expedient.

"I give and devise to the heirs of the Rev'd Mr. Samuel Frederick Lucius, in his lifetime, V. D. M., the immediately hereafter to be mentioned three contiguous tracts of land, viz.: One tract of one hundred and fifty acres, one Do. of one hundred acres adjoining the first and one tract of fifty acres adjoining the two former, making together a valuable plantation of three hundred acres, more or less, situate on Savannah river and Swift creek in Edgefield county, below the mouth of Little river, in compensation of such ballance of a conditional bond, by me given to the said Mr. Lucius, as the heirs think unpaid (no matter whether any is due by me or not) as the executrix and heirs have hitherto been unwilling or unable to produce the said bond, tho' repeatedly by me required and solicited to it in order to verify the different receipts of the said Mr. Sam'l Fred'k Lucius for large sums on the back of the said bond by which, and such other vouchers as are in my possession, I believe that the este. rather would be found in my debt; Provided nevertheless that the said executrix (now Mrs. Susanna Gibson of the Gongarees), and the said heirs, shall and do within one year immediately succeeding the date of my decease, manifest, declare, and make it known to the president and Agricultural Society of South Carolina, that they do accept of the said three tracts of land, or plantation of three hundred acres, more or less, in full compensation of what ballance may possibly be due by me on the said conditional bond; but it is my will that in case the above mentioned heirs, shall not manifest, declare, and make known as aforesaid, that they accept of the said plantation on the conditions above specified, that then the said three tracts of land, shall make part of the map, and remain annex'd to the bulk of the estate by me given and devised, and that in that case, on the said heirs or executrix verifying any ballance to be due by me, my said executors or trustees shall please discharge the same. It is my will that immediately after my decease, my old negro man Bacchus shall be free and manimitted, as I have considered him to be many years ago, and as that notwithstanding, his voluntary services have been performed with equal honesty and fidelity, it is

my will, that all my common wearing apparel by me given to him, and during the small remainder of his life, he be maintained out of the income of my estate, both in sickness and health, with every possible ease and comfort, as his meritorious services deserve every comfort in my power to procure him. I therefore particularly recommend this to my executors and trustees.

"To my worthy and much respected friends Dr. Edward Jenkins, V. D. M., and his lady, James Linah and his lady, and Capt. Edward Linah, son of the said James, and to his lady, and to each of them, I give one mourning ring of the value of one guinea, which I wish them to accept as a testimony that I have only lost the grateful sense of their friendship with my breath; knowing that in their circumstances, any thing valuable would be beneath their acceptance. To Miss Anne Cook my present housekeeper, I leave ten pounds sterling in compensation for her services.

"I do name, request, make and appoint the honorable president, and South Carolina Agricultural Society, and such of their members as they shall please *pro tempore* to name and appoint to take the execution and trust of this my last will and testament upon them, and their successors in said appointment forever, executors and trustees to this my last will and testament; and I do request Peter Gibert, Esq., of Mill Creek, in said county of Abbeville, to take the execution of it to himself untill such of the members as the Agricultural Society shall please to name and appoint do take the same upon themselves-and I do by this revoke and annul all former testaments which I may have made at any time previous to this seventh September, in the year of our Lord one thousand seven hundred and ninety-six. Whatever ready money I shall leave at my decease (in case it pleases God it should be shortly) is known to my above named executor Peter Gibert, Esq.

"John de la Howe [L. S.]

"Sig'd, seal'd, declared and published by the said John de la Howe, the testator, as his last will and testament, in the presence of P. Gibert, I. Eymerie Mark, Anna Cook.

"I now do hereby declare and republish my above will and in order of having the said will and testament more properly executed, I do name and join and appoint Mr. William Hutton, of Abbeville county, planter, as a joint executor with Peter Gibert, Esqr.

"John de la Howe. "January 2d, 1797."

### *Statute*

John de la Howe School is primarily governed by Title 59, Chapter 49 of the SC Code of Laws. In addition SC Code §63-11-20 exempts John de la Howe from the group of child welfare agencies that fall under the Department of Social Services' administration of child welfare laws, unless the Board of Trustees requests, by resolution, that DSS license the school.

Title 59, Chapter 49 is included in its entirety here.

### CHAPTER 49 John De La Howe School

**SECTION 59-49-10. Establishment of John De La Howe School.**

There is hereby established under the provisions of this chapter an institution to be known as the John De La Howe School.

HISTORY: 1962 Code Section 22-501; 1952 Code Section 22-501; 1942 Code Section 5480; 1932 Code Section 5676; Civ. C. '22 Section 2757; 1918 (30) 803; 1937 (40) 216.

**CROSS REFERENCES**

Exemption of certain agencies, homes and institutions from provisions governing child welfare agencies, see Section 63-11-20.

**LIBRARY REFERENCES**

Schools 11.

Westlaw Key Number Search: 345k11.

C.J.S. Schools and School Districts Sections 4, 6, 74, 76, 396 to 398.

**SECTION 59-49-20. Trustees of School; appointment; term; vacancies.**

The business, property, and affairs of the school must be under the control of a board of trustees, consisting of nine members, appointed by the Governor, subject to confirmation by the Senate. The terms of the members of the board must be for terms of five years. Appointments to fill vacancies must be for the remainder of the terms in the same manner of original appointments.

HISTORY: 1962 Code Section 22-502; 1952 Code Section 22-502; 1942 Code Section 5482; 1932 Code Section 5678; Civ. C. '22 Section 2759; 1918 (30) 803; 1920 (31) 723; 1937 (40) 216; 1985 Act No. 35, Section 1.

**LIBRARY REFERENCES**

Schools 47.

Westlaw Key Number Search: 345k47.

C.J.S. Schools and School Districts Sections 81 to 92, 174.

**SECTION 59-49-30. Removal of trustees; failure to attend meetings as resignation.**

The members of the board may at any time be removed by the Governor for good cause. The failure of any member of the board to attend at least one meeting thereof in any year, unless excused by formal vote of the board, may be construed by the Governor as the resignation of such nonattending member.

HISTORY: 1962 Code Section 22-503; 1952 Code Section 22-503; 1942 Code Section 5482; 1932 Code Section 5678; Civ. C. '22 Section 2759; 1918 (30) 803; 1920 (31) 723; 1937 (40) 216.

**LIBRARY REFERENCES**

Schools 47.

Westlaw Key Number Search: 345k47.

C.J.S. Schools and School Districts Sections 81 to 92, 174.

**SECTION 59-49-40. Meetings of trustees.**

The said board shall meet quarterly and oftener as may be required, at least one meeting each year being held at the school.

HISTORY: 1962 Code Section 22-504; 1952 Code Section 22-504; 1942 Code Section 5482; 1932 Code Section 5678; Civ. C. '22 Section 2759; 1918 (30) 803; 1920 (31) 723; 1937 (40) 216.

**LIBRARY REFERENCES**

Schools 47.

Westlaw Key Number Search: 345k47.

C.J.S. Schools and School Districts Sections 81 to 92, 174.

**SECTION 59-49-60. Compensation of trustees.**

All members of the board shall receive per diem and mileage as provided by law for members of state boards, committees, and commissions.

HISTORY: 1962 Code Section 22-506; 1952 Code Section 22-506; 1942 Code Section 5482; 1932 Code Section 5678; Civ. C. '22 Section 2759; 1918 (30) 803; 1920 (31) 723; 1937 (40) 216; 1985 Act No. 35, Section 3.

**LIBRARY REFERENCES**

Schools 47.

Westlaw Key Number Search: 345k47.

C.J.S. Schools and School Districts Sections 81 to 92, 174.

**SECTION 59-49-70. School declared a body corporate; powers.**

The John De La Howe School is hereby declared to be a body corporate and, as such, may sue and be sued and plead and be impleaded in its corporate name, may have and use a proper seal, which it may alter at its pleasure and may acquire by purchase, deed, devise, lease for a term of years, bequest or otherwise such property, real and personal, in fee simple without limitations as may be necessary or proper for carrying out the purposes of its organization as herein declared.

HISTORY: 1962 Code Section 22-507; 1952 Code Section 22-507; 1942 Code Section 5481; 1932 Code Section 5677; Civ. C. '22 Section 2758; 1918 (30) 803; 1937 (40) 216.

**LIBRARY REFERENCES**

Schools 11.

Westlaw Key Number Search: 345k11.

C.J.S. Schools and School Districts Sections 4, 6, 74, 76, 396 to 398.

**SECTION 59-49-80. Superintendent; employees.**

The board shall elect a superintendent for said school at such salary and for such term as it may fix. The superintendent shall employ and discharge all employees of the school, subject to the approval of the board.

HISTORY: 1962 Code Section 22-508; 1952 Code Section 22-508; 1942 Code Section 5483; 1932 Code Section 5679; Civ. C. '22 Section 2760; 1918 (30) 803; 1937 (40) 216.

**LIBRARY REFERENCES**

Schools 63.

Westlaw Key Number Search: 345k63.

C.J.S. Schools and School Districts Sections 253, 264 to 265, 725.

**Attorney General's Opinions**

While there is no provision in the law, nor in the will of John De La Howe, for the appointment of an interim superintendent the public interest requires that some official be designated to act instead of the superintendent during a period of his disability, thus an acting superintendent appointed by the board of trustees to perform the duties of the superintendent during the period of his disability would, at the very least, act in a de facto capacity and his acts and doings as such would be valid in all respects. 1965-66 Op Atty Gen, No 2065, p 153.

**SECTION 59-49-90.** Oath of trustees; oath and bond of superintendent.

All of the members of the board and the superintendent of the school shall, before entering upon the discharge of their duties, take an oath faithfully to perform any and all duties imposed upon them under this chapter. The superintendent shall execute a bond payable to the State in such sum as shall be required by the board, with sufficient security, which shall be filed in the office of the Secretary of State.

HISTORY: 1962 Code Section 22-509; 1952 Code Section 22-509; 1942 Code Section 5484; 1932 Code Section 5680; Civ. C. '22 Section 2761; 1918 (30) 803; 1937 (40) 216.

**LIBRARY REFERENCES**

Schools 63(1).

C.J.S. Schools and School Districts Sections 114, 116, 129, 173 to 175, 183 to 190, 194 to 195, 218, 244, 248, 259, 264 to 265, 725.

Westlaw Key Number Search: 345k63(1).

**SECTION 59-49-100.** Purpose of School.

It is declared to be the purpose and policy of the State to maintain and develop the school property in accordance with the purposes of the will of Dr. John De La Howe as interpreted by the Supreme Court of South Carolina, *Mars v. Gibert*, 93 SC 455, which for historical reference reads: "First, the establishment and maintenance of an agricultural and mechanical school as an institution in Abbeville County, stimulating and improving the industrial life of the entire community; second, the training, free of charge, of twenty-four boys and girls, not as college men and women, but in the beginning of school life; and, third, the like training of the children of the neighborhood not supported by the fund." It is declared that the term "Abbeville County" shall be understood to mean that portion of South Carolina known as Abbeville County at the time the will of Dr. John De La Howe was dated, namely January 2, 1797. The property is now in McCormick County. It is further declared that, given the above historical perspective, 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.

HISTORY: 1962 Code Section 22-510; 1952 Code Section 22-510; 1942 Code Section 5485; 1932 Code Section 5681; Civ. C. '22 Section 2762; 1918 (30) 803; 1937 (40) 216; 1985 Act No. 35, Section 4.

**LIBRARY REFERENCES**

Schools 11.

Westlaw Key Number Search: 345k11.

C.J.S. Schools and School Districts Sections 4, 6, 74, 76, 396 to 398.

Attorney General's Opinions

Discussion of unearned comp time and payment of salary not due for certain staff members employed with the John de la Howe School. S.C. Op. Atty. Gen. (November 17, 2014) 2014 WL 6705713.

**SECTION 59-49-110.** Improved forestry and farm practices.

The trustees of the John De La Howe School may carry out improved forestry and farm practices on the timber holdings and farmland of the school property and apply the revenues derived from them and any other revenue source on the property for the further improvement and development of the school forest and farmlands and for other school purposes.

HISTORY: 1962 Code Section 22-510.1; 1953 (48) 439; 1985 Act No. 35, Section 5.

**SECTION 59-49-120. Funds of estate of Dr. John De La Howe.**

All of the money in the hands of trustees of the estate of Dr. John De La Howe shall by them be delivered to the board of trustees created by this chapter when so requested to do by the board of trustees. All amounts received from said estate and its operation shall be appropriated for the support and development of the school, in the discretion of the board of trustees.

HISTORY: 1962 Code Section 22-511; 1952 Code Section 22-511; 1942 Code Section 5487; 1932 Code Section 5683; Civ. C. '22 Section 2764; 1918 (30) 803.

**SECTION 59-49-130. Use of moneys received for property of School.**

The John De La Howe School may use all moneys received by it through condemnation or otherwise for land and other properties of the school used in connection with the development of what is known as the Clark's Hill Project or for the development of any other similar project in the construction, erection and building of permanent improvements of and for the school and for the equipping of such improvements.

HISTORY: 1962 Code Section 22-512; 1952 Code Section 22-512; 1950 (46) 1878.

**SECTION 59-49-140. Rules and regulations.**

In accordance with the purposes of the school as herein defined the board of trustees shall make such rules and regulations for its own government and for the management of the school as it may deem necessary, consistent with the laws of this State and with the terms of the will of Dr. John De La Howe.

HISTORY: 1962 Code Section 22-513; 1952 Code Section 22-513; 1942 Code Section 5486; 1932 Code Section 5682; Civ. C. '22 Section 2763; 1918 (30) 803; 1937 (40) 216; 1939 (41) 107.

**LIBRARY REFERENCES**

Schools 20.

Westlaw Key Number Search: 345k20.

C.J.S. Schools and School Districts Sections 7, 74, 76, 195.

**SECTION 59-49-150. Expenses of students.**

Pupils at the school whose estates are sufficient or the relatives of the pupils liable in law for their support whose estates are sufficient shall pay for the maintenance of the pupils in whole or in part. Policies concerning the manner and method of determining financial ability and the collecting and retention of amounts required to be paid must be determined by the Board of Trustees, in accordance with state policy.

HISTORY: 1962 Code Section 22-514; 1952 Code Section 22-514; 1942 Code Section 5486; 1932 Code Section 5682; Civ. C. '22 Section 2763; 1918 (30) 803; 1937 (40) 216; 1939 (41) 107; 1985 Act No. 35, Section 6.

**LIBRARY REFERENCES**

Schools 159.

Westlaw Key Number Search: 345k159.

C.J.S. Schools and School Districts Sections 726 to 733.

## **B. DSS License**



South Carolina Department of Social Services  
Columbia, South Carolina

# A License is Hereby Granted to

John de la Howe

To conduct a Child Caring Institution

under the provision of Act No. 334, § 3 enacted March 10, 1986

located at 192 Gettys Rd., McCormick

County of McCormick State of South Carolina.

This license is issued with the following specifications:

To care full time for a maximum of 100 children, of either gender, from 12 to 21 years of age. The following cottages will be occupied: Abbeville (10), Carolina (10), Charleston (10), Columbia (10), Huguenot (10), Lethe (10), McCormick (10), Nickles (10), Palmetto (10) and Savannah (10).

This license will expire 9/26/2018 by operation of law. However, the license is subject to revocation by the South Carolina Department of Social Services for the substantial violation of any provisions of the statute under which it is issued, or any of the rules and regulations adopted by the South Carolina Department of Social Services and filed with the Legislative Council.

Issued this 27th day of September, 2017

South Carolina Department of Social Services

By *Argentine S. Lewis*

License No. SR-0000008006001-CCI

South Carolina Department of Social Services  
**ORIGINAL LICENSING/RELICENSING/CHANGES  
FOR RESIDENTIAL FACILITY AND CHILD PLACING AGENCY LICENSING**

- Check One:  Original Residential Application  
 Residential Relicensing  
 Change in License Status (Answer sections A and B only)  
 Original Child Placing Agency Application  
 Child Placing Agency Relicensing

**Section A**

Facility Name: John de la Howe School Director's Name: Dr. James A. Franklin Sr.  
Mailing Address: 192 Gettys Road Telephone: (864) 391-2131  
Location: McCormick, SC 29835

This facility has been studied by Education Oversight Comm., DSS, SC Fire Marshal, DHEC, A&V Commitee  
and has been found to be suitable for the following: Residential Group Home

**Section B**

No. of Children to be Cared for in Facility: 100 Age Range: 12-21 Gender: Male Female  
Director's Signature: [Signature] Date: 7-14-17

**Section C**

1. Facility Closed  4. Change License From \_\_\_\_\_ to \_\_\_\_\_  
 2. Change of Address (Give new address below)  5. Revoke License  
 3. Change Number of Children From \_\_\_\_\_ to \_\_\_\_\_  6. Other: (Specify) \_\_\_\_\_

Comments: \_\_\_\_\_

Issue Standard License.

Signature and Title of DSS Representative: [Signature] Date: 9/18/17

**Section D – License Approval – State Office Use Only**

- Check Appropriate Box:  
 A License Has Been Issued as Listed Below  The Change Requested Has Been Noted in Our Files

License No.: 000008006001 Number, Age and Gender of Children: 100; Either; 12-21 y.o.a.  
Issuance Date: 9/27/17 Expiration Date: 9/26/18

Signature: Jacqueline S. Lowe Date: 9/21/17  
State Director or Designee, South Carolina Department of Social Services

## **C. Admissions Quarterly Report**

Quarterly Report - Calendar Year 2011

2011	In Calls	Out Calls	Apps. Sent	Apps Rec'd	Reopened	W/drawn	Closed	Refused	DSS Ref	DJJ Ref	Sch. Ref	MH Ref	Par/Rel.Ref	Oth. Ag	Website	Placed	Disc.	Day Plac.	Day D/C
Jan	245	156	34	15	2	1	9	6	0	2	0	0	15	0	0	6	5		
Feb	224	108	37	27	3	3	2	4	1	0	2	3	24	0	0	9	4		
Mar	272	110	36	20	2	4	11	10	1	1	1	0	18	1	0	9	5		
<b>1st Q Totals</b>	<b>741</b>	<b>374</b>	<b>107</b>	<b>62</b>	<b>7</b>	<b>8</b>	<b>22</b>	<b>20</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>57</b>	<b>1</b>	<b>0</b>	<b>24</b>	<b>14</b>	<b>9</b>	<b>0</b>
Apr	185	115	27	19	1	1	6	11	0	1	1	1	16	0	0	2	1	1	0
May	262	163	29	28	3	0	3	6	0	1	0	2	28	0	0	0	17	1	11
June	249	131	20	15	1	3	4	12	1	1	1	0	13	0	0	12	1	0	0
<b>2nd Q Totals</b>	<b>696</b>	<b>409</b>	<b>76</b>	<b>62</b>	<b>5</b>	<b>4</b>	<b>13</b>	<b>29</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>57</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>19</b>	<b>2</b>	<b>11</b>
July	163	109	24	15	1	3	5	7	2	1	0	0	13	0	0	6	16	0	0
Aug	219	138	21	20	3	3	2	22	1	1	2	0	19	0	0	10	5	4	0
Sept	180	127	18	26	3	3	6	4	1	1	3	1	23	0	0	7	2	2	1
<b>3rd Q Totals</b>	<b>562</b>	<b>374</b>	<b>63</b>	<b>61</b>	<b>7</b>	<b>9</b>	<b>13</b>	<b>33</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>1</b>	<b>55</b>	<b>0</b>	<b>0</b>	<b>23</b>	<b>23</b>	<b>6</b>	<b>1</b>
Oct	260	170	40	21	6	1	2	6	2	3	1	3	16	2	0	11	4	3	2
Nov	183	112	31	17	1	2	2	6	0	1	1	0	15	1	0	5	9	2	1
Dec	150	90	16	13	3	1	5	3	1	0	2	2	11	0	0	2	3	1	1
<b>4th Q Totals</b>	<b>593</b>	<b>372</b>	<b>87</b>	<b>51</b>	<b>10</b>	<b>4</b>	<b>9</b>	<b>15</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>42</b>	<b>3</b>	<b>0</b>	<b>18</b>	<b>16</b>	<b>6</b>	<b>4</b>
<b>Year Totals</b>	<b>2592</b>	<b>1529</b>	<b>333</b>	<b>236</b>	<b>29</b>	<b>25</b>	<b>57</b>	<b>97</b>	<b>10</b>	<b>13</b>	<b>14</b>	<b>12</b>	<b>211</b>	<b>4</b>	<b>0</b>	<b>79</b>	<b>72</b>	<b>23</b>	<b>16</b>

Apps Pending as of 1/1/2011	37
Total Apps Rec'd or Reopened YTD	265
Total Apps Acted Upon YTD	302

In Care as of 1/1/2011 Residential/Wilderness	38
Total Served Residential/Wilderness YTD	117
Total Served Day Program & Residential/Wilderness YTD	140

In Care as of 12/31/2011 Residenital/Wilderness	45
In Care as of 12/31/2011 Day Program	7
In Care Both as of 12/31/2011	52

Fiscal Year Demographics 7.1.2011-6.30.2012

2011	In Calls	Out Calls	Apps. Sent	Apps Rec'd	Reopened	W/drawn	Closed	Refused	DSS Ref	DJ Ref	Sch. Ref	MH Ref	Parent Ref	Oth. Agency	Website	Placements	Discharges	Day Plac.	Day D/C
July	163	109	24	15	1	3	5	7	2	1	0	0	13	0	0	6	16	0	0
Aug	219	138	21	20	3	2	2	22	1	1	2	0	19	0	0	10	5	4	0
Sept	180	127	18	26	3	3	6	4	1	1	3	1	23	0	0	7	2	2	1
<b>1st Q Totals</b>	<b>562</b>	<b>374</b>	<b>63</b>	<b>61</b>	<b>7</b>	<b>8</b>	<b>13</b>	<b>33</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>1</b>	<b>55</b>	<b>0</b>	<b>0</b>	<b>23</b>	<b>23</b>	<b>6</b>	<b>1</b>
Oct	260	170	40	21	6	1	2	6	2	3	1	3	16	2	0	11	4	3	2
Nov	183	112	31	16	1	2	2	6	0	1	1	0	14	1	0	5	9	2	1
Dec	150	90	16	13	3	1	5	3	1	0	2	2	11	0	0	2	3	1	1
<b>2nd Q Totals</b>	<b>593</b>	<b>372</b>	<b>87</b>	<b>50</b>	<b>10</b>	<b>4</b>	<b>9</b>	<b>15</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>41</b>	<b>3</b>	<b>0</b>	<b>18</b>	<b>16</b>	<b>6</b>	<b>4</b>
Jan	244	144	24	28	1	1	8	5	0	1	1	2	23	2		9	7	2	1
Feb	241	116	22	22	0	0	6	10	0	1	1	1	16	3	0	11	2	4	1
Mar																3			
<b>3rd Q Totals</b>	<b>485</b>	<b>260</b>	<b>46</b>	<b>50</b>	<b>1</b>	<b>1</b>	<b>14</b>	<b>15</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>39</b>	<b>5</b>	<b>0</b>	<b>23</b>	<b>9</b>	<b>6</b>	<b>2</b>
Apr																			
May																			
June																			
<b>4th Q Totals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Year Totals</b>	<b>1640</b>	<b>1006</b>	<b>196</b>	<b>161</b>	<b>18</b>	<b>13</b>	<b>36</b>	<b>63</b>	<b>7</b>	<b>9</b>	<b>11</b>	<b>9</b>	<b>135</b>	<b>8</b>	<b>0</b>	<b>64</b>	<b>48</b>	<b>18</b>	<b>7</b>

Apps Pending as of 7/1/2011	34
Total Apps YTD	195
Total Apps Acted Upon	213

In Care as of 7/1/2011 Residential/Wilderness	43
Total Served Residential/Wilderness YTD	107
Total Served Day Program & Residential/Wilderness YTD	125

In Care as of 2/29/2012 Residential/Wilderness	59
In Care as of 2/29/2012 Day Program	11
In Care Both as of 2/29/2012	70

Quarterly Report - Calendar Year 2013

2013	In Calls	Out Calls	Apps. Sent	Apps Rec'd	Reopened	DSS Ref	DJJ Ref	Sch. Ref	MH Ref	Fam. Ref	Website	Oth. Ref	Placements	Alt. Plac.	W/D Parent	Closed	Refused	Discharges	Alt. D/C
Jan	149	62	25	21	5	0	6	5	5	3	0	4	12	5	6	4	7	9	0
Feb	213	120	18	17	1	0	2	4	3	4	0	0	4	1	1	2	9	3	
Mar	172	81	18	15	0	2	2	2	0	2	4	0	5	1	2	2	5	2	
<b>1st Q Totals</b>	<b>534</b>	<b>263</b>	<b>61</b>	<b>53</b>	<b>6</b>	<b>2</b>	<b>10</b>	<b>11</b>	<b>8</b>	<b>9</b>	<b>4</b>	<b>4</b>	<b>21</b>	<b>7</b>	<b>9</b>	<b>8</b>	<b>21</b>	<b>14</b>	<b>0</b>
April	207	383	18	29	1	2	3	7	5	1	0	0	4	0	2	5	10	0	0
May	132	28	11	15	2	5	2	5	3	0	3	0	1	0	0	1	7	11	4
June	87	24											6					1	
<b>2nd Q Totals</b>	<b>426</b>	<b>435</b>	<b>29</b>	<b>44</b>	<b>3</b>	<b>7</b>	<b>5</b>	<b>12</b>	<b>8</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>2</b>	<b>6</b>	<b>17</b>	<b>12</b>	<b>4</b>
July	138	102	27	15	2	1	0	1	1	0	2	1	1	0	2	5	11	1	0
Aug	105	199	14	13	0	2	2	2	1	5	1	0	16	4	4	15	7	0	0
Sept	65	132	32	6	0	0	1	2	0	0	2	0	6	1	3	6	7	3	0
<b>3rd Q Totals</b>	<b>308</b>	<b>433</b>	<b>73</b>	<b>34</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>23</b>	<b>5</b>	<b>9</b>	<b>26</b>	<b>25</b>	<b>4</b>	<b>0</b>
Oct	111	161	35	24	3	2	1	2	0	0	2	5	5	1	1	8	7	6	1
Nov	113	106	26	12	0	1	0	1	1	2	2	1	6	1	1	2	3	1	0
Dec	105	85	26	12	1	4	0	2	2	0	0	4	8	0	0	1	4	0	0
<b>4th Q Totals</b>	<b>329</b>	<b>352</b>	<b>87</b>	<b>48</b>	<b>4</b>	<b>7</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>10</b>	<b>19</b>	<b>2</b>	<b>2</b>	<b>11</b>	<b>14</b>	<b>7</b>	<b>1</b>
<b>Year Totals</b>	<b>1597</b>	<b>1483</b>	<b>250</b>	<b>179</b>	<b>15</b>	<b>19</b>	<b>19</b>	<b>33</b>	<b>21</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>74</b>	<b>14</b>	<b>22</b>	<b>51</b>	<b>77</b>	<b>37</b>	<b>5</b>

Total Apps Pending as of 12/31/2012 34

Total Apps Rec'd or Reopened YTD 194

**Total Apps Acted Upon YTD 228**

In Care as of 6/30/2012 Residential/Wilderness/Alternative School Day Programs (DSS Rpt) 43

Total Served Residential and Wilderness YTD 117

Total In Care as of 6/1/2012 Alternative School Day Program 14

**Total Served in All Programs YTD 145**

In Care as of 6/30/2012 Residenital/Wilderness 80

In Care as of 6/30/2012 Alternative School Day Program 9

**In Care Both as of 6/30/2012 89**

Quarterly Report - Calendar Year 2014

2014	In Calls	Out Calls	Apps. Sent	Apps Rec'd	Reopened	DSS Ref	DJJ Ref	Sch. Ref	MH Ref	Fam. Ref	Website	Oth. Ref	Placements	Day Plac.	W/D Parent	Closed	Refused	Discharges	Day D/C
Jan	108	133	16	21	2	1	3	3	0	3	0	0	5	1	4	3	5	0	0
Feb	181	162	34	16	1	3	7	5	4	6	2	3	4	0	1	5	13	8	2
Mar	150	145	33	22	0	2	3	0	4	5	2	2	7	4	0	3	11	3	0
<b>1st Q Totals</b>	<b>439</b>	<b>440</b>	<b>83</b>	<b>59</b>	<b>3</b>	<b>6</b>	<b>13</b>	<b>8</b>	<b>8</b>	<b>14</b>	<b>4</b>	<b>5</b>	<b>16</b>	<b>5</b>	<b>5</b>	<b>11</b>	<b>29</b>	<b>11</b>	<b>2</b>
April	104	74	24	15	0	1	4	3	1	2	0	3	4	7	0	7	7	2	1
May	99	79	24	10	0	1	3	3	2	4	2	0	0	2	1	2	4	0	0
June	53	86	29	13	4	3	2	3	3	2	2	4	4	0	0	2	7	25	0
<b>2nd Q Totals</b>	<b>256</b>	<b>239</b>	<b>77</b>	<b>38</b>	<b>4</b>	<b>5</b>	<b>9</b>	<b>9</b>	<b>6</b>	<b>8</b>	<b>4</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>1</b>	<b>11</b>	<b>18</b>	<b>27</b>	<b>1</b>
July																			
Aug	30	98	8	12	2	0	2	3	1	1	0	3	4	2		10	2	1	0
Sept	40	94	21	13	1	0	4	2	2	0	2	0	6	4	7	4	10	0	0
<b>3rd Q Totals</b>	<b>70</b>	<b>192</b>	<b>29</b>	<b>25</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>10</b>	<b>6</b>	<b>7</b>	<b>14</b>	<b>12</b>	<b>1</b>	<b>0</b>
Oct	68	146	19	20	1	1	3	2	4	0	3	3	9	2	1	5	6	0	0
Nov	110	120	21	19	1	1	2	2	2	0	2	0	5		6	5	5	9	0
Dec	81	18	20	12	1	1	2	2	3	0	2	0	6		4	7	3	8	2
<b>4th Q Totals</b>	<b>259</b>	<b>284</b>	<b>60</b>	<b>51</b>	<b>3</b>	<b>3</b>	<b>7</b>	<b>6</b>	<b>9</b>	<b>0</b>	<b>7</b>	<b>3</b>	<b>20</b>	<b>2</b>	<b>11</b>	<b>17</b>	<b>14</b>	<b>17</b>	<b>2</b>
<b>Year Totals</b>	<b>1024</b>	<b>1155</b>	<b>249</b>	<b>173</b>	<b>13</b>	<b>14</b>	<b>35</b>	<b>28</b>	<b>26</b>	<b>23</b>	<b>17</b>	<b>18</b>	<b>54</b>	<b>22</b>	<b>24</b>	<b>53</b>	<b>73</b>	<b>56</b>	<b>5</b>

Total Apps Pending as of 12/31/2014	15
Total Apps Rec'd or Reopened YTD	87
<b>Total Apps Acted Upon YTD</b>	<b>102</b>

In Care as of 6/30/2014 Residential/Wilderness/Alternative School Day Programs (DSS Rpt)	
Total Served Residential and Wilderness YTD	54
Total In Care as of 12/31/2014 Alternative School Day Program	22
<b>Total Served in All Programs YTD</b>	<b>98</b>

Total In Care as of 12/31/2014 Residenital and Wilderness Programs	-2
Total In Care as of 12/31/2014 Alternative School Day Program	17
<b>Total In Care All Programs as of 12/31/2014</b>	<b>15</b>

### Quarterly Report - Calendar Year 2015

2015	In Calls	Out Calls	Apps. Sent	Apps Rec'd	Reopened	DSS Ref	DJJ Ref	Sch. Ref	MH Ref	Fam. Ref	Website	Oth. Ref	Placements	Day Plac.	W/D Parent	Closed	Refused	Discharges	Day D/C
Jan	39	118	15	16	0	1	1	0	3	6	0	2	7	1	3	4	6	4	0
Feb	80	161	13	31	3	1	2	4	3	2	0	2	4	1	2	2	4	5	0
Mar	46	98	8	19	0	3	3	1	2	2	1	1	11	3	0	8	12	8	0
<b>1st Q Totals</b>	<b>165</b>	<b>377</b>	<b>36</b>	<b>66</b>	<b>3</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>8</b>	<b>10</b>	<b>1</b>	<b>5</b>	<b>22</b>	<b>5</b>	<b>5</b>	<b>14</b>	<b>22</b>	<b>17</b>	<b>0</b>
April	112	139	18	27	0	3	1	0	0	2	2	0	5	1	4	4	6	1	0
May	58	158	27	23	0	1	3	0	1	3	1	0	7	0	3	4	19	2	0
June	76	112	21	19	1	4	2	5	1	5	0	0	7	0	3	8	11	19	0
<b>2nd Q Totals</b>	<b>246</b>	<b>409</b>	<b>66</b>	<b>69</b>	<b>1</b>	<b>8</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>10</b>	<b>3</b>	<b>0</b>	<b>19</b>	<b>1</b>	<b>10</b>	<b>16</b>	<b>36</b>	<b>22</b>	<b>0</b>
July	128	127	14	22	1	5	0	2	4	4	0	0	5	0	7	5	14	9	0
Aug	132	115	8	21	2	0	1	0	4	6	0	0	14	3	0	6	4	8	0
Sept	95	90	17	29	0	1	0	3	3	18	0	0	8	4	3	7	14	7	0
<b>3rd Q Totals</b>	<b>355</b>	<b>332</b>	<b>39</b>	<b>72</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>5</b>	<b>11</b>	<b>28</b>	<b>0</b>	<b>0</b>	<b>27</b>	<b>7</b>	<b>10</b>	<b>18</b>	<b>32</b>	<b>24</b>	<b>0</b>
Oct	108	93	13	44	2	6	0	3	2	15	0	7	9	0	0	14	21	9	0
Nov	95	70	8	26	1	4	0	1	3	17	0	0	4	0	0	3	17	5	0
Dec	25	39	5	13	0	0	0	2	4	7	0	0	2	4	0	5	6	2	
<b>4th Q Totals</b>	<b>228</b>	<b>202</b>	<b>26</b>	<b>83</b>	<b>3</b>	<b>10</b>	<b>0</b>	<b>6</b>	<b>9</b>	<b>39</b>	<b>0</b>	<b>7</b>	<b>15</b>	<b>4</b>	<b>0</b>	<b>22</b>	<b>44</b>	<b>16</b>	<b>0</b>
<b>Year Totals</b>	<b>994</b>	<b>1320</b>	<b>167</b>	<b>290</b>	<b>10</b>	<b>29</b>	<b>13</b>	<b>21</b>	<b>30</b>	<b>87</b>	<b>4</b>	<b>12</b>	<b>83</b>	<b>17</b>	<b>25</b>	<b>70</b>	<b>134</b>	<b>79</b>	<b>0</b>

Total Apps Pending as of 12/31/2014 (= D19+E19 from 2014 Calendar Yr.)	17
Total Apps Rec'd or Reopened YTD	300
<b>Total Apps Acted Upon YTD</b>	<b>317</b>

In Care as of the First Day of School 2014 - Residential/Wilderness/Alternative School Day Programs (DSS Rpt)	55
Total Served Residential and Wilderness YTD	138
Total In Care as of 12/31/2014 Alternative School Day Program	17
<b>Total Served in All Programs YTD</b>	<b>155</b>

Total In Care as of 12/31/2014 Residential and Wilderness Programs	59
Total In Care as of 12/31/2014 Alternative School Day Program	17
<b>Total In Care All Programs as of 12/31/2014</b>	<b>76</b>

### Quarterly Report - Calendar Year 2016

2016	In Calls	Out Calls	Apps. Sent	Apps Rec'd	Reopened	DSS Ref	DJJ Ref	Sch. Ref	MH Ref	Fam. Ref	Website	Oth. Ref	Placements	Day Plac.	W/D Parent	Closed	Refused	Discharges	Day D/C
Jan	101	29	12	31	4	1	0	5	4	21	0	0	6	3	1	10	17	5	2
Feb	124	69	15	26	3	4	0	4	1	6	0	0	4	1	2	4	8	7	2
Mar	109	70	6	22	3	5	0	3	3	4	1	0	5	4	1	2	11	8	1
<b>1st Q Totals</b>	<b>334</b>	<b>168</b>	<b>33</b>	<b>79</b>	<b>10</b>	<b>10</b>	<b>0</b>	<b>12</b>	<b>8</b>	<b>31</b>	<b>1</b>	<b>0</b>	<b>15</b>	<b>8</b>	<b>4</b>	<b>16</b>	<b>36</b>	<b>20</b>	<b>5</b>
April	75	65	10	23	2	5	0	4	2	17	0	0	5	4	0	9	7	2	0
May	27	11	4	24	0	2	0	3	3	0	0	0	3	0	6	4	7	11	0
June	33	66	2	7	0	1	0	0	5	0	0	0	0	0		0	6	2	0
<b>2nd Q Totals</b>	<b>135</b>	<b>142</b>	<b>16</b>	<b>54</b>	<b>2</b>	<b>8</b>	<b>0</b>	<b>7</b>	<b>10</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>4</b>	<b>6</b>	<b>13</b>	<b>20</b>	<b>15</b>	<b>0</b>
July	46	40	6	9	0	0	0	0	3	1	0	0	1	0	4	2	6	11	0
Aug	66	64	7	18	3	1	0	0	3	0	0	0	5	0	2	4	8	16	0
Sept	63	59	9	31	2	1	0	0	8	9	0	0	3	0	1	1	20	2	0
<b>3rd Q Totals</b>	<b>175</b>	<b>163</b>	<b>22</b>	<b>58</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>7</b>	<b>7</b>	<b>34</b>	<b>29</b>	<b>0</b>
Oct	68	60	6	27	1	2	0	0	4	22	1	0	5	0	0	5	10	1	0
Nov	102	86	14	18	2	1	0	3	2	12	0	0	4	0	2	3	8	2	0
Dec	65	59	10	15	1	3	0	0	2	4	2	0	3	0	0	5	10	0	0
<b>4th Q Totals</b>	<b>235</b>	<b>205</b>	<b>30</b>	<b>60</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>3</b>	<b>8</b>	<b>38</b>	<b>3</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>2</b>	<b>13</b>	<b>28</b>	<b>3</b>	<b>0</b>
<b>Year Totals</b>	<b>879</b>	<b>678</b>	<b>101</b>	<b>251</b>	<b>20</b>	<b>27</b>	<b>0</b>	<b>22</b>	<b>40</b>	<b>96</b>	<b>4</b>	<b>0</b>	<b>44</b>	<b>12</b>	<b>19</b>	<b>49</b>	<b>118</b>	<b>67</b>	<b>5</b>

Total Apps Pending as of 12/31/2016	15
Total Apps Rec'd or Reopened YTD	251
<b>Total Apps Acted Upon YTD</b>	<b>266</b>

In Care as of the First Day of School 2015 - Residential/Wilderness/Alternative School Day Programs (DSS Rpt)	55
Total Served Residential and Wilderness YTD	99
Total In Care as of 12/31/2015 Alternative School Day Program	12
<b>Total Served in All Programs YTD</b>	<b>111</b>

Total In Care as of 12/31/2016 Residential and Wilderness Programs	31
<b>Total In Care All Programs as of 12/31/2016</b>	<b>31</b>

### Quarterly Report-Calendar Year 2017

2017	In Calls	Out Calls	Apps. Sent	Apps Rec'd	Reopened	DSS Ref	DJJ Ref	Sch. Ref	MH Ref	Fam. Ref	Website	Oth. Ref	Placements	Day Plac.	W/D Parent	Closed	Refused	Discharges	Day D/C
Jan	76	65	4	30	3	3	0	2	3	11	0	6	9	0	4	11	12	4	
Feb	62	75	10	36	1	0	0	4	1	10	2	5	7	0	2	4	3	5	
Mar	49	30	5	24	0	3	0	2	3	13	1	7	3	0	2	2	16	5	
<b>1st Q Totals</b>	<b>187</b>	<b>170</b>	<b>19</b>	<b>90</b>	<b>4</b>	<b>6</b>	<b>0</b>	<b>8</b>	<b>7</b>	<b>34</b>	<b>3</b>	<b>18</b>	<b>19</b>	<b>0</b>	<b>8</b>	<b>17</b>	<b>31</b>	<b>14</b>	
April	61	42	5	17	0	3	0	2	0	11	0	3	0	0	0	3	5	5	
May	44	48	4	17	4	6	0	2	1	7	0	5	0	0	1	7	10	2	
June	56	68	6	13	0	2	0	1	0	7	0	5	10	0	1	17	9	9	
<b>2nd Q Total</b>	<b>161</b>	<b>158</b>	<b>15</b>	<b>47</b>	<b>4</b>	<b>11</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>25</b>	<b>0</b>	<b>13</b>	<b>10</b>	<b>0</b>	<b>2</b>	<b>27</b>	<b>24</b>	<b>16</b>	
July	23	28	3	5	0	0	0	0	0	5	0	0	1	0	1	10	1	0	
Aug	59	69	15	17	0	5	0	0	2	10	0	1	11	0	1	4	6	4	
Sept	86	77	16	15	1	2	0	0	0	13	0	0	2	0	2	2	9	2	
<b>3rd Q Totals</b>	<b>168</b>	<b>174</b>	<b>35</b>	<b>37</b>	<b>1</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>28</b>	<b>0</b>	<b>1</b>	<b>14</b>	<b>1</b>	<b>4</b>	<b>16</b>	<b>16</b>	<b>6</b>	
Oct																			
Nov																			
Dec																			
<b>4th Q Totals</b>																			
<b>Year Totals</b>	<b>516</b>	<b>502</b>	<b>69</b>	<b>174</b>	<b>9</b>	<b>24</b>	<b>0</b>	<b>13</b>	<b>10</b>	<b>87</b>	<b>3</b>	<b>32</b>	<b>43</b>	<b>1</b>	<b>14</b>	<b>60</b>	<b>71</b>	<b>36</b>	

Numbers w

Total Apps Pending as of 9/28/2017	<b>10</b>
Total Apps Rec'd or Reopened YTD	<b>183</b>
<b>Total Apps Acted Upon YTD</b>	<b>193</b>

In Care as of the First Day of School 2016 - Residential/Wilderness/Alternative School Day Programs (DSS Rpt)	<b>31</b>
Total Served Residential and Wilderness YTD	<b>74</b>
Total In Care as of 12/31/2016 Alternative School Day Program	<b>0</b>
<b>Total Served in All Programs YTD</b>	<b>74</b>

## **D. Wilderness Program Brochure**

### Family Involvement

One essential aspect of the program is the family's involvement. We request that families write letters at least once a week and that they try to be home during camper phone calls. We require that families participate in family counseling and parent support group sessions throughout the camper's placement. We recommend that families meet with the program counselor once prior to each home visit so that the camper may participate with the family.

Parent support group sessions are scheduled on return from home visit dates, and parents are required to attend these sessions. The program's staff is able to see progress and change in the behavior of the child due to working directly with the child over an extended period of time. Each camper's long-term goals, as defined in his Individual Plan of Care include the successful reintegration into home, school and community. Working directly with the parents of our campers through parent support group sessions provides greater benefit to the families. These sessions also allow staff to see progress within the family unit as opposed to just the camper. With this insight, the "success" potential of the family unit is increased.

### Length of Stay

The length of stay at camp may vary, but the average stay is expected to be approximately 10 to 15 months. Upon discharge from camp, the camper and family may elect to continue to receive follow-up services through their family counselor, helping the camper make the adjustment back to the home, school and community. Our program will track each graduate's progress for five years.

### Dedicated Professional Staff

The main key to the success of the John de la Howe School Wilderness Program is the staff.

The staff is made up of men and women dedicated to helping young people. Camp counselors have Bachelor Degrees in varying fields related to child guidance and receive intensive training during their work at camp in such areas as first aid, safety, outdoor skills and group and individual counseling.

### Therapeutic Camping Brightens Young Futures

A young person's experience at camp provides them with an opportunity to make new friends and learn skills. Individuals may often come to camp with little hope but will leave with a promise of a productive future.

### Referrals

Referrals to the John de la Howe School Wilderness Therapeutic Camping Program may be made by contacting the address below. Those interested in employment with John de la Howe's Wilderness Program should contact the Human Resource Office at this same address.

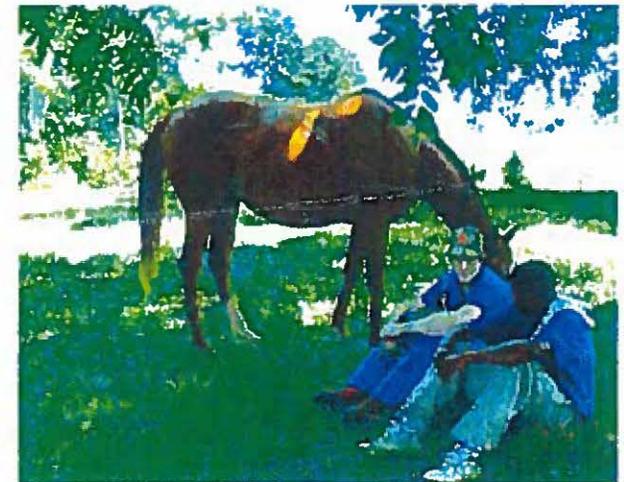


John de la Howe School  
192 Gettys Road  
McCormick, South Carolina 29835  
Telephone: 864-391-2131/Fax: 864-391-2798  
[www.delahowe.k12.sc.us](http://www.delahowe.k12.sc.us)

# Wilderness Program



## A Therapeutic Child Care Approach at John de la Howe School



### **An Alternative for Troubled Youth**

Outdoor therapeutic camping is an alternative to the institutional and restrictive placement of emotionally handicapped and troubled youth and is based upon what is known as the "Loughmiller Model". Developed in the mid-1940's in Texas by Mr. Campbell Loughmiller, year-round therapeutic wilderness camps have come to be recognized as positive treatment programs.

### **The Group Experience**

At the heart of the John de la Howe School Wilderness Program is the group-based experience. Campers are divided into groups by age and maturity. Each group of ten campers lives in the woods year-round with a treatment team of four counselors who are in turn supervised by a Groupwork Supervisor. The group is involved in a wide range of activities, from writing their weekly plans to creating their own campsite. Working together to cooperatively provide for their basic needs of shelter, food and day-to-day requirements of living in the outdoors promotes problem-solving skills.

The group functions as a cohesive unit, as all members are invested in the group's and individual's growth. This interdependency allows the group to work together toward resolution of all issues. This is accomplished by utilization of the group process. Whenever an issue arises within the group, the group stops all activities and gathers together for a huddle-up, a problem solving and issue-resolving type group meeting. During these huddle-ups, all the group's resources are utilized and individuals are encouraged to share their feelings and to assist one another to understand the benefits of responsible behavior. It is through this group process of sharing and caring that each member of the group grows.

### **Planning Meals and Special Outings**

Two days a week, campers plan their own menus and prepare these meals in the campsite. Food supplies and necessary requisitions are obtained from the food service supervisor and returned to the campsite.

Campers share the various tasks of food preparation, cooking and clean up. On the remaining days of the week, campers eat their meals in the camp dining hall. Here again, campers alternate through the job responsibilities of setting the table, serving and clearing the table after each meal.

Another opportunity for growth is provided through a trip experience. Group members plan all the details of a trip from food and basic equipment needed to transportation. Trips may range from a one-day trip to a local point of interest or an extended overnight trip in a national forest to a canoe trip down one of the many rivers in the southeast. These activities are valuable learning opportunities and provide experiences that will be long remembered.

### **Individualized Educational Opportunities**

Campers attend formal educational classes three hours each morning from 9:00-12:00, Monday-Friday. Each camper receives instruction based upon individual needs and advances at his own pace. Every Tuesday, the group plans weekend menus for cookouts based on guidelines from the USDA. A one to ten ratio (one teacher to ten campers) provides more one-on-one attention in the classroom. Campers earn school credit in basic academic subjects. Upon discharge from the Wilderness Program, a transcript of school credits is forwarded to the individual's school.

Campers will also learn skills that are not taught in the traditional classroom. This takes place in our outdoor afternoon (1:30-3:30) service learning class. They participate in various activities including but not limited to, building projects, horse management/riding, greenhouse management, firewood sales, and farm management. Opportunities are also provided to learn about the environment and conservation through our natural surroundings and participation in the SC Forestry Competition.

### **Special Events**

Recreational activities will include group games, fishing, swimming, riding and caring for horses and other farm animals, and arts and crafts.

At the close of every day, campers participate in pow-wow. Pow-wow- is a positive evaluation session held around a small campfire and is a chance for the group to reflect on the day. Each member is encouraged to share his thoughts and ideas of the day's events. Traditionally, pow-wow is ended in some meaningful way, such as a group prayer, group song or a group hug.

Special camp events include non-denominational church services held every Sunday. Groups take turns organizing and planning the service, and every camper will have the chance to participate.

### **Home Visits**

Approximately every six weeks, the campers return home for a seven-day visit. This home visit provides an opportunity for the camper to utilize, in a more real life setting, the skills he has learned while at camp.



## **E. EdOptions Academy**

# EDMENTUM

THE L. S. BRICE SCHOOL'S

## EdOptions

# ACADEMY

5600 W. 83rd St., Suite 300

8200 Tower

Bloomington, MN 55437

Telephone: 1-866-890-8153



# Course Catalog

## EdOptions Academy AdvancED Accreditation

EdOptions Academy, Edmentum's virtual school, is proud to be accredited by AdvancED, a non-profit, non-partisan organization that conducts external reviews for teaching and learning programs, leadership



capacity and resource usage. Under this accreditation, AdvancED ensures EdOptions Academy students can transfer the credits they earn to other institutions. This accreditation grants EdOptions Academy the unique ability to offer high school credits and diplomas recognized by schools and colleges across the country and around the world.

### About AdvancED

AdvancED is the largest community of education professionals in the world, a non-profit, non-partisan organization that conducts rigorous, on-site external reviews of K-12 schools and school systems to ensure that all learners realize their full potential. AdvancED's expertise is grounded in more than a hundred years of work in school accreditation; the goal of AdvancED isn't to certify that schools are good enough. Rather, their commitment is to help schools improve.



# Course Catalog

## State & Agency Approvals

- All Products -  - All Solutions -  filter by keyword  Agency  Title



Arkansas Department of Education

State/Agency Approval



California - University of California "a g" Program

State/Agency Approval



Certica Solutions - Academic Benchmarks

State/Agency Approval



EdOptions Academy AdvancED Accreditation

State/Agency Approval



Florida Public Virtual Schools

State/Agency Approval



GED® Testing Service

State/Agency Approval



ISTE Seal of Alignment

State/Agency Approval



Louisiana Department of Education

State/Agency Approval



Maine Department of Education

State/Agency Approval



Michigan GenNET Online Learning Portal

State/Agency Approval



Montana Office of Public Instruction Distance Learning Portal

State/Agency Approval



National Collegiate Athletic Association

State/Agency Approval



# Course Catalog

student  
Teach to the ~~Test~~.

Meet your students where they are and guide them to reach their full potential by exploring Exact Path, our blended learning and individualized learning solution. Deliver the right lesson at the right level at just the right time.

Learn more



Adaptive Assessments paired with powerful learning paths for K-2 reading, language arts, and math

## Announcing Edmentum Exact Path

Learn more

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[Resources](#)

[Edmentum Blog](#)

[Schedule a Demo](#)



### Who We Are

Founded in innovation, we are committed to being educators' most trusted partner in creating successful student outcomes every year. We're learning together.

### How We Can Help

We've worked in education and we understand your challenges. But know this: we know how to fix it. We've done it before. Whether it's individualized learning, data-driven instruction, course catalog expansion, learning reinforcement, we can give you the resources and expertise to leverage the power of effective learning solutions.



Deepen practice. Reinforce learning.



Expand options. Empower opportunity.



Leverage data. Take action



Target instruction. Drive growth.

### What Educators Are Saying

See how our Edmentum Online Learning Programs are helping educators like you. Hear from educators who have used our programs and see how Edmentum is helping them. [Read Success Stories](#)

“ Edmentum's implementation team worked creatively to customize training around the needs of each school and met teachers where they were when presenting training options. ”

August Caresani, Principal,  
El Puente School

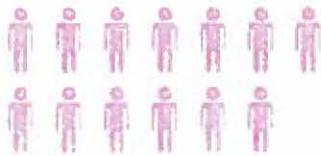
“ We use Study Island to ensure that each student gets prescriptive lessons based on their individual weaknesses. ”

Pamela Wilson, Principal,  
James R. Bihartz, Jr. Elementary School

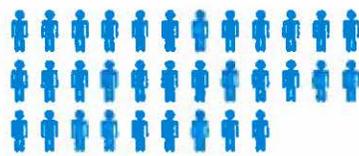
“ No other company can offer the quality of curriculum or the quantity of courses that Edmentum provides for Hinds Community College. ”

Vickie Kelly,  
Director of the Raymond Learning Center,  
District Curriculum Learning Resource Director

### Partnerships that Count



Empowering nearly  
1 million educators



Engaging over  
14 million students



Proudly partnering with over  
**8,000**  
school districts in the U.S.





Best Practices to follow in order to insure your students are successful:

#### For Students

- Students should read and respond to their teacher's Welcome Email when they are first enrolled into an EdOptions Academy course. Make sure the student account has the necessary information and is accurate. (student phone number and guardian information)
- If this is a student's first time taking a course with EdOptions Academy, have them read through the Plato Student Orientation at the beginning of their course
- Students should take notes as they complete the tutorials in the course
- If students don't get 80% (mastery level) on a tutorial quiz, they should go back through the entire tutorial to reset the exam and retake it. They can use their notes on the quizzes
- Students can also use their notes on the Unit Post Tests. If students don't score well on a Unit Post Test, they can ask their teacher to reset it.
- Students should monitor their pace each week when they first log into the system. Students should communicate with their teacher if they have questions or concerns about pacing
- Drop box activities are not included in the Progress bar students see when they first enter their course. When students think they have all work completed, they should click on 'All Activities' and then on 'Not Started' and also on 'In Progress' to see that all assignments have been submitted.
- If students have questions about their progress or about the content, they should email or text their teacher who will respond as quickly as they can. However, students should not assume a teacher will be able to respond immediately. If possible, students should move on to the next assignment while they wait for the teacher's response.
- Students should plan to finish the course work prior to their End Date so that they can retake the Final Exam if they don't do well. Final Exams can be retaken once and must be reset by Tech Support after consulting with the teacher.

#### For Staff

- Have a discussion with students to review expectations for their online course(s) prior to enrolling them
- Once students are enrolled in a course, meet with them on the first day to review the Student Orientation and insure they know how to navigate within the course
- Monitor your students' progress EVERY week by using the reports within Genius or the Plato Learning Environment. If you need help with directions, please contact your Implementation Specialist
- Help students set and keep weekly progress goals for their course(s)
- Maintain communication with the EdOptions Academy teachers. Reply to emails in a timely manner and reach out to them via email or phone if you have questions or concerns.

- Monitor your students' End Dates and pacing as the semester progresses
- Help students plan to finish their course work a few days before the End Date so they have time to retake Final Exams if needed. (you and your staff can unlock Exams for the first attempt)
- Submit Drop Requests and Extension Requests as needed
- Call the Edmentum Support Desk if you have technical problems or need Final Exams Reset. [866-890-8153](tel:866-890-8153) Prior to requesting a Final Exam to be reset, please contact the teacher to review next steps for the student.
- Feel free to contact your Implementation Specialist if you have questions

## Robust Course Offerings

EdOptions Academy partners with schools and districts to deliver rigorous, research-based, and pedagogically sound curriculum paired with state-certified teachers. Our fully-accredited virtual school solution allows schools and districts to enhance, expand, and extend their program offerings.

### Mathematics Courses

- AP<sup>®</sup> Calculus A/B
- Algebra 1 A/B
- Algebra 2 A/B
- Consumer Mathematics
- Geometry A/B
- Integrated Math 1 A/B
- Integrated Math 2 A/B
- Integrated Math 3 A/B
- Math 6 A/B
- Math 7 A/B
- Math 8 A/B
- Pre-Algebra A/B
- Precalculus A/B
- Probability & Statistics

### English Language Arts Courses

- AP<sup>®</sup> English Literature & Composition A/B
- English 6 A/B
- English 7 A/B
- English 8 A/B
- English 9 A/B
- English 10 A/B
- English 11 A/B
- English 12 A/B

### Science Courses

- AP<sup>®</sup> Biology A/B
- AP<sup>®</sup> Chemistry A/B
- Biology A/B
- Chemistry A/B
- Earth & Space Science A/B
- Integrated Physics & Chemistry A/B

- Life Science A/B
- Physical Science A/B
- Physics A/B

- AP<sup>®</sup> U.S. History A/B
- African American Studies
- Civics A/B
- Economics A/B
- Middle School U.S. History A/B
- Middle School World History
- Native American Studies: Contemporary Perspectives
- Native American Studies: Historical Perspectives
- U.S. Government
- U.S. History A/B
- World Geography A/B
- World History A/B
- World History Before 1815
- World History Since 1500 A/B
- World History Since 1815

### World Language Courses

- AP<sup>®</sup> French A/B
- AP<sup>®</sup> Spanish A/B
- Chinese 1 A/B
- Chinese 2 A/B
- French 1 A/B
- French 2 A/B
- French 3 A/B
- German 1 A/B
- German 2 A/B
- Latin 1 A/B
- Latin 2 A/B

Spanish 1 A/B ☐  
Spanish 2 A/B ☐  
Spanish 3 A/B ☐

## Beyond High School Courses

Accuplacer® Math  
Accuplacer® Reading  
Accuplacer® Sentence Skills  
ACT® English  
ACT® Mathematics  
ACT® Reading  
ACT® Science Reasoning  
ACT® WorkKeys®  
ASVAB Mathematics  
ASVAB Technology & General Science, Part 1  
ASVAB Technology & General Science, Part 2  
ASVAB Word Knowledge & Paragraph Comprehension  
COMPASS® - Mathematics  
COMPASS® - Reading  
COMPASS® - Writing  
GED® Mathematics (2014)  
GED® Reading Language Arts (2014)  
GED® Social Studies (2014)  
GED® Science (2014)  
HiSET® - Language Arts - Reading Part 1  
HiSET® - Language Arts - Reading Part 2  
HiSET® - Language Arts - Writing Part 1  
HiSET® - Language Arts - Writing Part 2  
HiSET® - Mathematics Part 1  
HiSET® - Mathematics Part 2  
HiSET® - Science Part 1  
HiSET® - Science Part 2  
HiSET® - Social Studies Part 1  
HiSET® - Social Studies Part 2  
SAT® I Language Arts  
SAT® I Mathematics  
TASC™ - Language Arts Reading Part 1  
TASC™ - Language Arts Reading Part 2  
TASC™ - Language Arts Writing Part 1  
TASC™ - Language Arts Writing Part 2  
TASC™ - Mathematics Part 1  
TASC™ - Mathematics Part 2  
TASC™ - Science Part 1  
TASC™ - Science Part 2  
TASC™ - Social Studies Part 1

TASC™ - Social Studies Part 2

## Remediation Courses

Language Arts Skills, Grades 7 - 12  
Math Skills, Grades 7-12  
Reading Comprehension Skills, Grades 7-12

## Elective Courses

Academic Success ☐  
Art History & Appreciation  
Career Explorations ☐  
Computer Applications & Technology  
Creative Writing ☐  
Health  
Music Appreciation ☐  
Personal Finance ☐  
Physical Education  
Psychology ☐  
Social Issues ☐  
Sociology ☐  
Structure of Writing ☐

## Electives Powered by eDynamic

Anthropology 1: Uncovering Human Mysteries ☐  
Anthropology 2: More Human Mysteries Uncovered ☐  
Archeology: Detectives of the Past ☐  
Criminology: Inside the Criminal Mind ☐  
Digital Photography 1: Creating Images with Impact ☐  
Digital Photography 2: Discovering Your Creative Potential ☐  
Forensic Science 1: Secrets of the Dead ☐  
Forensic Science 2: More Secrets of the Dead ☐  
Gothic Literature: Monster Stories ☐  
Great Minds in Science: Ideas for a New Generation ☐  
International Business: Global Commerce in the 21st Century ☐  
Introduction to Philosophy: The Big Picture ☐  
Law & Order: Introduction to Legal Studies ☐  
Music Appreciation: The Enjoyment of Listening ☐  
Personal & Family Finance ☐  
Personal Psychology 1: The Road to Self-Discovery ☐  
Personal Psychology 2: Living in a Complex World ☐  
Real World Parenting ☐

Social Problems 1: A World in Crisis  
Social Problems 2: Crisis, Conflicts & Challenges  
Sociology 1: The Study of Human Relationships  
Sociology 2: Your Social Life  
Veterinary Science: The Care of Animals  
World Religions: Exploring Diversity

Career Explorations  
Essential Career Skills  
Principles of Agriculture, Food & Natural Resources A/B (Fall 2015)  
Principles of Architecture & Construction A/B (Fall 2015)  
Audio Video Production 1 A/B  
Audio Video Production 2 A/B (Fall 2015)  
Audio Video Production 3 A/B (Fall 2015)  
Digital & Interactive Media A/B (Fall 2015)  
Graphic Design & Illustration A/B (Fall 2015)  
Introduction to Fashion Design  
Principles of Arts, A/V Technology & Communications A/B (Fall 2015)  
Professional Communications (Fall 2015)  
Professional Photography A/B  
Business Information Management A/B (Fall 2015)  
Electronic Communication Skills  
Entrepreneurship A/B (Fall 2015)  
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Child Development & Parenting A/B  
Principles of Education & Training A/B (Fall 2015)  
Accounting A/B (Fall 2015)  
Introduction to Finance (Fall 2015)  
Personal Finance  
Principles of Government & Public Administration A/B (Fall 2015)  
Health Science 1 A/B  
Health Science 2 A/B  
Applied Medical Terminology A/B  
Principles of Health Science A/B  
Culinary Arts A/B (Fall 2015)  
Nutrition & Wellness  
Principles of Hospitality & Tourism A/B (Fall 2015)  
Principles of Human Services A/B (Fall 2015)  
Computer Programming A/B  
Computers for College & Careers A/B

Game Development  
Introduction to Social Media  
Principles of Information Technology A/B  
Web Technologies A/B (Fall 2015)  
Principles of Law, Public Safety, Corrections & Security A/B  
Principles of Manufacturing A/B (Fall 2015)  
Marketing, Advertising & Sales (Fall 2015)  
Sports, Entertainment & Recreational Marketing (Fall 2015)  
Drafting & Design A/B (Fall 2015)  
Principles of Engineering & Technology A/B (Fall 2015)  
Principles of Transportation, Distribution & Logistics A/B (Fall 2015)



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## Career & Technical Education Library

EdOptions Academy's Career and Technical Education (CTE) courses will expand the depth and breadth of our current offerings. Our courses will help learners prepare for post-secondary education or careers with engaging content that covers all 16 Career Clusters®.

### Foundational Skills

- Academic Success
- Career Explorations
- Essential Career Skills

### Agriculture, Food & Natural Resources

- Principles of Agriculture, Food & Natural Resources A
- Principles of Agriculture, Food & Natural Resources B

### Architecture & Construction

- Principles of Architecture & Construction A
- Principles of Architecture & Construction B

### Art History & Appreciation

- Audio Video Production 1 A
- Audio Video Production 1 B
- Audio Video Production 2 A
- Audio Video Production 2 B
- Audio Video Production 3 A
- Audio Video Production 3 B
- Creative Writing
- Digital & Interactive Media A
- Digital & Interactive Media B
- Gothic Literature
- Graphic Design & Illustration A
- Graphic Design & Illustration B
- Introduction to Fashion Design
- Introduction to Visual Arts
- Music Appreciation

### Mythology and Folklore

- Prin. of Arts, A/V Technology, & Communications A
- Prin. of Arts, A/V Technology, & Communications B
- Professional Communications
- Professional Photography A
- Professional Photography B
- Structure of Writing

### Business Management & Administration

- Business Information Management A
- Business Information Management B
- Electronic Communication Skills
- Entrepreneurship A
- Entrepreneurship B
- Principles of Business, Marketing & Finance A
- Principles of Business, Marketing & Finance B

### Education & Training

- Child Development & Parenting A
- Child Development & Parenting B
- Introduction to Philosophy
- Principles of Education & Training A
- Principles of Education & Training B
- Introduction to World Religions

### Finance

- Accounting A
- Accounting B
- Introduction to Finance
- Personal Finance

## Government & Public Administration

Prin. of Government & Public Administration A ☐  
Prin. of Government & Public Administration B ☐

## Health Science

Applied Medical Terminology A ☐  
Applied Medical Terminology B ☐  
Health  
Health Science 1 A ☐  
Health Science 1 B ☐  
Health Science 2 A ☐  
Health Science 2 B ☐  
Introduction to Veterinary Science ☐  
Physical Education  
Principles of Health Science A ☐  
Principles of Health Science B ☐  
Psychology A/B ☐

## Hospitality & Tourism

Culinary Arts A ☐  
Culinary Arts B ☐  
Nutrition & Wellness ☐  
Principles of Hospitality & Tourism A ☐  
Principles of Hospitality & Tourism B ☐

## Human Services

Principles of Human Services A ☐  
Principles of Human Services B ☐  
Sociology ☐

## Information Technology

Advanced Computer Science A (Fall 2016) ☐  
Computer Programming A ☐  
Computer Programming B ☐  
Computing for College & Careers A ☐  
Computing for College & Careers B ☐  
Game Development ☐  
Introduction to Cybersecurity (Fall 2016) ☐  
Introduction to Mobile App Development (Fall 2016) ☐  
Introduction to Social Media ☐  
Principles of Information Technology A ☐  
Principles of Information Technology B ☐

Web Technologies A ☐  
Web Technologies B ☐

## Law, Public Safety, Corrections & Security

Introduction to Criminology ☐  
Introduction to Forensic Science ☐  
Prin. of Law, Public Safety, Corrections & Security A ☐  
Prin. of Law, Public Safety, Corrections & Security B ☐  
Social Issues ☐

## Manufacturing

Principles of Manufacturing A ☐  
Principles of Manufacturing B ☐

## Marketing

Marketing, Advertising & Sales ☐  
Sports, Entertainment & Recreational Marketing ☐

## Science, Technology, Engineering & Mathematics

Drafting & Design A ☐  
Drafting & Design B ☐  
Environmental Science A/B ☐  
Introduction to Anthropology ☐  
Introduction to Archeology ☐  
Introduction to Astronomy ☐  
Introduction to Marine Biology ☐  
Principles of Engineering & Technology A ☐  
Principles of Engineering & Technology B ☐  
Revolutionary Ideas in Science ☐

## Transportation, Distribution, & Logistics

Prin. of Transportation, Distribution & Logistics A ☐  
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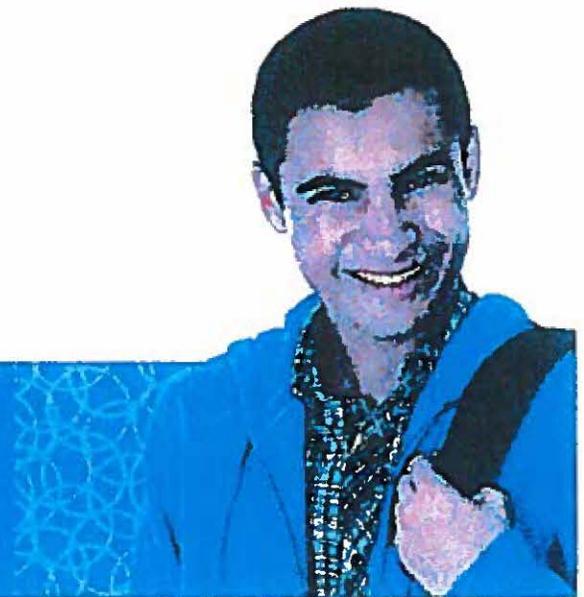
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# Policy Handbook

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# Welcome

Welcome to EdOptions Academy! Our mission is to provide inspired solutions for teaching and learning. We are committed to meeting the diverse needs of students and helping them to successfully complete their virtual programs.

## Program Information

### 1. Program Overview

EdOptions Academy, the premier virtual school solution for grades 6-12, offers a comprehensive online learning environment for today's student. Partnering with schools and districts, EdOptions Academy provides a rigorous, proven curriculum and certified online teachers for students who need flexible learning options.

EdOptions Academy's highly qualified teachers are certified specifically in the subject areas in which they teach and hold the appropriate level of certification required by each state. When a district enrolls students in an EdOptions Academy class, they are assigned a teacher of record. This teacher is responsible for all class instruction, helping students understand the class material, and supporting students so that they stay on track to achieve their academic goals.

### 2. School Accreditation

EdOptions Academy is accredited by AdvancED and the Northwest Accreditation Commission (NWAC) as a Distance Education School. This accreditation meets rigorous and comprehensive standards for student learning, with a focus on continuous improvement leading to greater student achievement. In addition to ongoing internal program improvement efforts, Edmentum will facilitate external validation of the EdOptions Academy program on a periodic basis.

### 3. School Calendar

EdOptions Academy operates year round, allowing students to register anytime. EdOptions Academy observes all federal holidays. School administration and teachers are not available on the holidays noted below.

### 4. School Holidays

- New Year's Day
- Martin Luther King Jr. Day
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving
- Day after Thanksgiving
- Christmas Day through New Year's Day

### 5. School hours

EdOptions Academy administration is available Monday through Friday, 7:00am to 6:00pm Central Standard Time. Online teachers are available at various times throughout the day and evening.

### 6. Enrollment

EdOptions Academy follows a rolling admissions process, and semester classes are available year round. Class sessions are Fall, Spring, and Summer.

## Curriculum Overview

Plato Courseware incorporates an engaging, age-appropriate learning experience that emphasizes real-world applications. It has been developed to give teachers a variety of ways to engage different learning modalities and to give students the opportunity to experience a range of standards and objectives that ensure academic success.

Plato Courseware integrates online curriculum, electronic learning activities, and supporting interactive activities. An array of assessment tools allow teachers to correctly place students at the appropriate learning level, to evaluate their strengths and needs, to create individualized learning goals, and to determine proficiency. Reports assist students in understanding where they need to focus to be academically successful as measured against objectives. Guidelines and tools are provided to track student progress and to determine a final class grade.

### 1. EdOptions Academy Classes

EdOptions Academy has a variety of [course offerings](#) available in all subject areas, ranging from Advance Placement to Credit Recovery.

### 2. Class Features

#### Tutorials

Tutorials provide direct instruction and practice interactions. Instruction is made engaging through the use of videos, animations, interactive timelines, and hotspot graphics. Practice interactions—including drag-and-drops, ordered problem solvers, multiple-choice questions, and fill-in-the blank questions—all help students check their progress on mastering new concepts. Some tutorials also include Web links to informational sites, games, and videos, which are designed to broaden students' access to information on the topic.

#### Lesson Activities

These written assignments allow students to develop new learning in a constructivist way or apply learning from the tutorial in a significant way. In either case, Lesson Activities are designed to be an authentic learning and assessment tool: doing something real to develop new understanding, while at the same time providing a subjective measure of that understanding. Lesson Activities are embedded in the tutorials and supply a document for offline use by students to write a response or record results. Each activity has an answer key that provides answers for single-answer questions and objective rubrics or sample answers for open-ended questions. Students submit some activities through the Digital Drop Box for teacher evaluation and feedback. Other activities can be checked by students themselves using the answer key. Keep in mind that some students may need guidance to successfully self-check open-ended questions against a model.

#### Online Discussions

Online discussion with teachers and other students is a key twenty-first-century skills-based activity that allows for higher-order thinking about terminal objectives. An online threaded discussion mirrors the educational experience of a classroom discussion.

Teachers can initiate a discussion by asking a complex, open-ended question. Students can respond to the question as well as to the responses of other students. Each unit in a class has one predefined discussion topic along with a rubric for grading responses. Teachers can include additional discussion topics.

#### Unit Activities

The culminating activity at the end of each unit aims to deepen understanding of some key unit objectives and tie them together, or tie them to other class concepts. This activity also includes authentic performance and supports twenty-first-century skills development. The student version includes a simple rubric, if appropriate, while teacher versions can contain more complex rubrics, answer keys, and modeled sample answers. Unit activities supply a document for offline use by students to write a response or record results.

### 3. Assessment and Testing

Best practices in assessment and testing call for a variety of activities to evaluate student learning. Multiple data points more accurately present an evaluation of student strengths and needs. Some learning activities also serve as

assessment activities to provide authentic learning and assessment opportunities. These activities are designed to encourage higher-order cognitive thinking, and most focus on real-world applications and/or twenty-first-century skills. Note that assessment items are available for each lesson.

- A mastery test at the end of each module or lesson provides the teacher and the student with clear indicators of areas of strength and weakness. These multiple-choice tests are taken online.
- A unit posttest helps a teacher track how well students have mastered a unit's content.
- An end-of-semester test assesses the major objectives covered in a class. By combining the unit posttest information with the end-of-semester test results, teachers will get a picture of student progress. See the Student Proctoring section below for proctoring requirements for end-of-semester tests.

#### 4. Class Length

Fall/Spring classes are designed to be one semester in length, which is equal to 18 weeks. Students are able to complete classes anytime within the 18 weeks. Summer School classes are 8 weeks in duration. Class content is not condensed; instead time expectations per day are increased to accommodate the condensed timeframe. We can also accommodate your school academic calendar if necessary and by request. Students must be in a one-half credit course for a minimum of 2 weeks to be eligible for credit.

## Responsibilities of Educator Roles

### 1. Site Coordinator Role

The Academy Site Coordinator has certain roles and responsibilities for EdOptions Academy programs. Each partnership with EdOptions Academy must have at least one Academy Site Coordinator at each site.

### 2. Coach Role

The Coach role are often times a lab teacher or guidance counselor who also need access to one or multiple students. They have the same rights and roles as the Site Coordinator. Coaches must be associated to students in order to have access to them and receive email communication.

These positions can be filled by any staff members who will successfully manage the following responsibilities:

#### **Student Support**

Serve as an intermediary between students and their online teacher when needed to support students' needs at the school site.

#### **Student Management**

Where applicable, manage students in the classroom and/or computer lab.

#### **Student Registration, Enrollment, and Orientation**

It is the responsibility of the Site Coordinator and/or Coach(es) to register and enroll students into EdOptions Academy. Both roles receive training during the one-hour virtual training session on how to log in to the EdOptions Academy and perform various administrative tasks. Both roles receive reference materials, which provides the information needed to get started.

#### **Student Pacing**

For Fall/Spring classes, students are expected to spend 50 minutes per day on each class, 5 days a week. For the Summer session, students are expected to work 4 hours per day, 5 days a week. Please note that times per day may vary per student.

#### **Student Proctoring**

To address student integrity and exam security, it is the responsibility of the Site Coordinator and/or Coach(es) to ensure that students are properly proctored during end-of-semester exams. All end-of-semester exams are locked. A locked exam requires the Site Coordinator and/or Coach(es) to log in to the EdOptions Academy Student Information System, unlock the exam, and ensure proper oversight of the student prior to administration of the exam.

### **Student Reporting and Progress Monitoring**

EdOptions Academy provides Site Coordinators and Coaches with access to a Student Information System (SIS), which allows them to view student progress tracking, grade performance, student transcripts, and more. This level of engagement will help ensure that students meet the requirements of their online classes.

### **Responsibilities of EdOptions Academy Online Teachers**

EdOptions Academy teachers communicate regularly with students using online communication tools. Teachers also use a secure Web-based system to manage student grades, assignments, and assessments. Students can contact teachers through email or by phone when they have questions or need extra tutoring.

## **3. Communication Expectations**

Teachers are required to answer questions, grade assignments, and provide feedback to students within 24 hours. Almost all questions will be answered within a few hours, but 24 hours is the maximum response time. Additionally, teachers are required to check email from students once over the weekend. Teachers will also make phone calls or send text messages to students to help facilitate successful completion of the course.

## **4. Students with Learning Disabilities or Physical Disabilities**

It is the responsibility of the school district or agency to provide the EdOptions Academy guidance department with a valid copy of a student's IEP or 504 in order for the student to be granted the required accommodations. All related documentation for review should be faxed to 703-243-8472 or e-mailed to [Ulaine.holliday@edmentum.com](mailto:Ulaine.holliday@edmentum.com).

## **5. English as a Second Language (ESL) Students**

Please note that all EdOptions Academy courses are written in English. Students who do not have at least a working knowledge of English will have difficulty in these classes.

# **Student Policies**

## **Course Length**

Students are given a maximum of **18 weeks** to complete a **one-half credit** course during fall and spring semesters. Courses can be completed prior to the 18 weeks. During a Summer School session, students have a maximum of 8 weeks to complete a one-half credit course. Students must be in a one-half credit course for a minimum of 2 weeks to be eligible for credit.

## **Withdrawal Policy**

A student who withdraws after the 14 calendar day grace period can re-enter the course at the point where he or she left off if the request for re-enrollment happens within 30 days of withdrawal. All requests for re-enrollment after 30 days will require the student to start the course from the beginning. All withdrawals after the 14 grace period will be shown as WF.

## **Course Content**

All semester-based courses are **one-half credit**. Courses consist of a blend of self-paced and guided instruction that includes tutorials, mastery tests, drop box activities, and discussion posts for completion for course credit. Each course has a required final exam, which must be proctored by the site coordinator or a coach.

## **Attendance**

Students are required to work consistently and to follow the pacing provided in the EdOptions Academy Student Information System (SIS). Students may complete more than what the pacing suggests each week and are encouraged to do so. Another important part of attendance is regular communication with EdOptions Academy online teachers and Academy staff. Students are expected to respond within 24 hours to any emails they receive. In addition to submitting work according to the suggested pace, students will also have at least one synchronous contact with their virtual instructor. This contact can be a monthly phone call, attendance at a Live Lesson or Webinar, an Instant Message, or a text message.

## **Earning Credit and Grading Policy**

In order to receive credit in a course, students must earn at least a 60% overall passing grade for the course. The final grade will be comprised of all Mastery Tests, Discussions, Unit Post-Tests, Unit Activities, and the End of

Semester Test. The End of Semester Test will be weighted at 20% of the final grade. The remaining 80% will be divided among the other course activities. Students may take the EOS a second time after remediation to improve their score. Students may resubmit course work to improve their mastery up to the end of their enrollment time in the course.

## Grading Scale

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

## Transfer Students

Students transferring into EdOptions Academy must earn a minimum prescribed amount of credits to be eligible for an EdOptions Academy diploma. Students must earn a minimum of 5 credits toward graduation to be eligible for a EdOptions Academy Diploma.

Students transferring into EdOptions Academy as a Full Time student must request a minimum course load of 5 courses per semester.

Any exceptions to this policy must be approved by the Director of EdOptions Academy.

## Transfer Credits

Students may transfer in credits from other accredited schools by submitting transcripts for review by EdOptions Academy staff. Academy administration will determine whether the credits qualify for transfer. Courses that have different titles than those listed above in the Graduation Requirements section must be submitted to Academy administration with accompanying course descriptions for review. Academy administration will determine whether those courses will meet graduation requirements.

## Graduation Requirements

EdOptions Academy offers a diploma to its full time students and is fully accredited by AdvancED. In order to receive a diploma, students must earn the following credits:

### English/Language Arts (4 credits)

English I	1 credit
English II	1 credit
English III	1 credit
English IV	1 credit

### Mathematics (3 credits)

Algebra I	1 credit
Geometry	1 credit
Additional Math	1 credit

### Science (3 credits)

Biology	1 credit
Physical Science	1 credit
Additional Science	1 credit

### Social Studies (3.5 credits)

Geography	.5 credit
World History	1 credit
American History	1 credit
American Government	.5 credit
Economics	.5 credit

Art (CTE courses can count) 1 credit

Electives 7 credits

**Total 21.5 credits**

## Transcripts

Students and parents may access a student's unofficial transcript in the EdOptions Academy Student Information System (SIS) by selecting the Transcript option from the main menu. Official transcripts, with the EdOptions Academy seal, are available upon request. To request an Official Transcript, a student or parent should complete a [transcript request form](#) found on the EdOptions Academy website. Students must be in good financial standing to receive an official transcript. There is no fee for ordering a transcript.

## Right to Privacy Policy

EdOptions Academy respects a student's right to privacy by following the guidelines set forth in the Family Educational Rights and Privacy Act (FERPA). This law protects the privacy of a student's education records. EdOptions Academy must have written permission from the student/legal guardian in order to release information from that student's education record.

## EdOptions Academy Student Code of Conduct

EdOptions Academy adheres to set policies to maintain the academic integrity of its curriculum, students, and staff. The policies address the consequences for noncompliance, as noted below. All students must read and sign the Student Code of Conduct below in order to proceed with the enrollment process.

### Academic Misconduct

Academic Misconduct, in any form, is not tolerated. Academic misconduct includes, but is not limited to, cheating, plagiarism, copying another student's work or allowing another student to copy your work.

If academic misconduct is found, the following consequences will result:

- First offense: zero on the assignment, a written warning, and a note added to the records of the students involved
- Second offense: zero on the assignment and a referral to the administration for possible withdrawal

### Defiance of Authority/Insubordination

Disobedience or noncompliance toward any staff member of the EdOptions Academy is considered insubordination. That includes refusal to maintain communication with Academy staff. An act of insubordination may occur in any situation or communication, including, but not limited to, in an e-mail, during a phone conversation, or in person.

If defiance of authority or insubordination is found, the following consequences will result:

- First offense: referral to Site Coordinator or Academy Administration.
- Second offense: Withdrawal from program.

### Computer Misuse

Any student who attempts to access the secure information of EdOptions Academy or Edmentum or its affiliates in an improper manner, uses another student's or staff member's log-in information to gain access to information, intentionally attempts to obtain access to areas or information not open to normal access, or engages in any act similar to the above, has committed a computer misuse.

If computer misuse is found, the following consequences will result:

- First offense: Depending on the nature of the offense, the consequences can include a written warning, referral to a guidance counselor, suspended access to Academy courseware, or administrative referral possible withdrawal.
- Second offense: Referral to the administration for possible withdrawal

**Deviation from the above consequences:** Notwithstanding anything in this Policy to the contrary, the EdOptions Academy reserves the right to modify the consequences or action taken against a student violating this Policy in the EdOptions Academy's sole discretion for reasons including, but not limited to, the severity of or damages caused by the violation or to ensure compliance with applicable law.

### Anti-Bullying Policy

Cyber bullying, or bullying in any form, is not acceptable behavior for any student enrolled in classes at EdOptions

Academy. Any student found to be involved in these activities will immediately be withdrawn from the Academy.

**EdOptions Academy uses this definition of cyber bullying:**

Cyber bullying is the use of the Internet and related technologies (cell phones, smart phones, etc.) to harass, hurt, embarrass, or humiliate other people. Using these technologies to act or speak in a deliberate, repeated, and hostile manner with the intent to harm others is also cyber bullying or cyber stalking.

### **Internet Acceptable Use Policy**

The internet is a compilation of many networks that supports the open exchange of information for research and educational purposes. The internet can be accessible to anyone, anywhere, anytime. Students must understand that by using the network, their actions can be monitored at any time by a teacher or administrator.

### **Internet-Terms and Conditions of Use**

- Users will not be abusive in EdOptions Academy messages to others. They will not use offensive, obscene, or harassing language when using any EdOptions Academy its affiliates' systems or software.
- Users will not reveal personal addresses or phone numbers of other users.
- Users will not post information if it violates the policy of others, jeopardizes the health and safety of students, plagiarizes the work of others, is a commercial advertisement, or is not approved by the teacher or school administrator. Users will accept responsibility for all materials they link to or upload.
- Users shall promptly report any inappropriate material they receive.
- Users will not attempt to log in to the network using any other user's name and password.
- Users accept and acknowledge that additional documents and paperwork may be required, including but not limited to documents requiring agreement and signature upon the request of EdOptions Academy administration.
- Any and all student-produced Web pages will be subject to the approval of the teacher or school administrator.
- Vandalism will result in the cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy the data of another user, agency, EdOptions Academy. This includes, but is not limited to, the uploading or creation of computer viruses.
- In the event of a virtual field trip, all users will conduct themselves in accordance with the Policy or agreement applicable to the field trip.

### **Academic Integrity Contract**

1. I will do my own work.
2. I will not copy another person's work, in whole or in part, and turn it in as my own.
3. I will not consult unauthorized material or information during tests unless my teacher gives me permission.
4. I will not plagiarize.
5. I will not copy text, graphics, mathematics solutions, artistic layouts or presentations, or any ideas in any form from another source without proper citation.
6. I will not communicate exam information or answers during or following an exam.
7. I will not provide unwarranted access to materials or information so that credit may be wrongly claimed by others.
8. I will not turn in an original paper or project more than once for different classes or assignments.
9. I will not, in lab situations, falsify or fabricate data or observations, including computer output.

## **Who to Contact**

Minnesota Headquarters  
EdOptions Academy  
5600 W. 83<sup>rd</sup> St. Suite 300 8200 Tower  
Bloomington, MN 55437  
Phone: 1-866-890-8153

## **F. Education Services Brochure**



*Founded in 1797, John de la Howe School is the oldest institution in the state of South Carolina*



Apply online: [www.jobs.sc.gov](http://www.jobs.sc.gov)

Contact: Jonathan Rose, Principal  
L.S. Brice School

(864) 391-0426 • [jonathan.rose@delahowe.k12.sc.us](mailto:jonathan.rose@delahowe.k12.sc.us)

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



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](http://www.delahowe.k12.sc.us)

## John de la Howe's L.S. Brice School

As a state special school, John de la Howe School provides a welcoming and supportive environment for students from across South Carolina. The school serves students of all racial and ethnic backgrounds and offers an array of 24-hour therapeutic and residential care. The L.S. Brice School headlines the educational component of our program, providing educational services for at-risk youth in grades 6-10. John de la Howe School residential youth who are in their junior or senior years attend nearby McCormick High School.

### A Great Place to Teach

- Small class sizes
- A more individualized approach to instruction
- Opportunity to know your students
- Administrative and collegial support
- Access to technology
- Equine and vocational programs
- A true 'love of learning' environment



### A Great Place to Grow

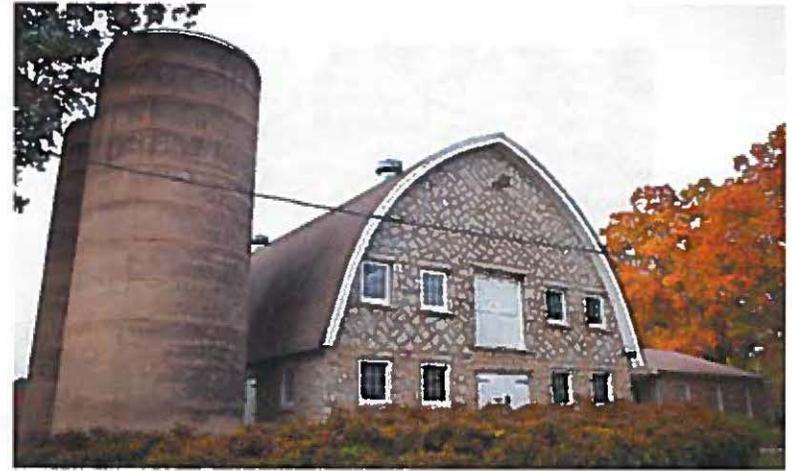
- Mentoring opportunities
- Opportunities for professional development
- Opportunity to pursue direct programs and grants
- Opportunity for more professional practice (innovation)
- Support for National Board Certification

### A Great Place to Belong

- Recognition of system innovation, such as grants awarded and special programs implemented

### A Great Place to Live

- Family friendly environment
- Neighbors who care
- Affordable cost of living
- Outdoor recreational amenities such as Lake Thurmond, Hickory Knob Resort, Baker Creek State Park, Hamilton Branch State Park and Elijah Clark State Park
- Conveniently located between shopping hubs of Augusta, GA and Greenwood, SC
- Internet technology access
- Within a short drive of the SC coast and Blue Ridge Mountains
- A sportsman's paradise with plenty of boating, fishing, hunting, golf courses and other recreation
- Campus situated on 1,200 scenic acres

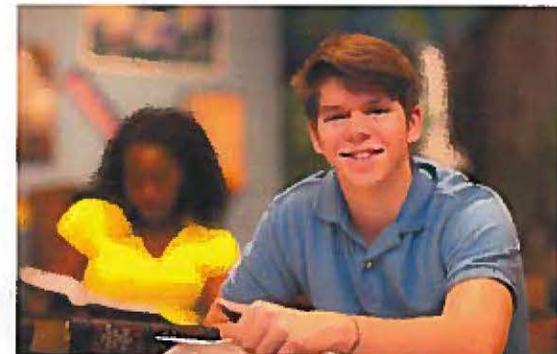


### Profile of John de la Howe School

Our mission 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. We work to help students develop life and workforce skills that will empower them not just to survive, but rather to thrive. In a recent survey, all parents responding indicated they would place their child at John de la Howe School again.

### A Great Place for Benefits

- Annual leave
- Sick leave
- Teacher loan forgiveness
- Insurance plans from the State of South Carolina, including health and dental insurance
- Membership in South Carolina State Credit Union
- Professional development through membership in Western Piedmont Educational Consortium and South Carolina Association of School Administrators



## **G. Enrichment Activities**



L. S. Brice Enrichment Activities 2017-2018

Staff	Activities	Dates	
Ms. LoGiudice	Equine	M, W, F	
SRO Osborne	Boating	TBA	
Mr. Jensen	Hunters Education	TBA	
Mr. Jensen	Boy Scouts	TBA	
Mr. Jensen	Boar Trap	TBA	
Mr. Jensen	Fishing Tournament	TBA	
Ms. Theresa Kemp: Vol.	Entrepreneurship	TBA	
Ms. Stover	Career Readiness	Bi-monthly	
Mr. Gable	Farm Animals	Bi-monthly	
Mr. Dorn	Greenhouse	Bi-monthly	

## **H. Audits**

Exhibit 1: Financial Year-End June 30, 2016

Exhibit 2: HR Delegation Audit  
Year-End June 30, 2015

Exhibit 3: HR Delegation Audit  
Year-End June 30, 2016

**Exhibit 1: Financial Year-End June 30, 2016**

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

**INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING  
AGREED-UPON PROCEDURES**

**YEAR ENDED JUNE 30, 2016**



**South Carolina  
Office of the State Auditor**

**George L. Kennedy, III, CPA  
State Auditor**

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June 19, 2017

Members of the Board of Trustees  
John de la Howe School  
McCormick, South Carolina

This report on the application of agreed-upon procedures to the accounting records and internal controls of the John de la Howe School for the fiscal year ended June 30, 2016, 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 handwritten signature in blue ink that reads "George L. Kennedy, III".

George L. Kennedy, III, CPA  
State Auditor

GLKIII/cwc



**INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING  
AGREED-UPON PROCEDURES**

Mr. George L. Kennedy III, CPA  
State Auditor  
State of South Carolina  
Columbia, South Carolina

We have performed the procedures described in Attachment 1, which were agreed to by the 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 systems, processes and behaviors of the School for the year ended June 30, 2016. 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 in Attachment 1 for the purpose of which the agreed-upon procedures report has been requested or for any other purpose.

This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. We were not engaged to and did not conduct an examination or review, the objective of which would be an opinion or conclusion, respectively, on the systems, processes and behaviors of the School. Accordingly, we do not express an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

The concept of materiality does not apply to findings to be reported in an agreed-upon procedures engagement. Therefore, all findings from the application of the agreed-upon procedures must be reported unless the definition of materiality is agreed to by the specified parties. The State Auditor and management of the School have agreed that the following deficiencies will not be included in the Auditor's Report on Applying Agreed-Upon Procedures:

- Clerical errors of less than \$100 related to processing cash receipts and cash disbursements transactions unless the errors occur in ten percent or more of the transaction class tested.
- Clerical errors of less than \$100 related to reporting packages.
- Errors in applying account coding definitions to accounting transactions unless it is determined that ten percent or more of the accounting transactions tested were found to be in error.
- Reporting packages which are submitted less than three business days after the due date unless it is determined that more than two of the reporting packages were submitted late.

## Attachment 1

### Agreed Upon Procedures Related to John De La Howe School (L120)

#### Cash Receipts/Revenues

1. Compare current year revenues at the subfund and account level from sources other than State General Fund appropriations to those of the prior year. Obtain and document an understanding of variations over \$1,400 and 10% (General Fund), \$3,600 and 10% (Earmarked Fund), \$8,200 and 10% (Restricted Fund), and \$1,300 and 10% (Federal Fund).
2. Randomly select nine cash receipts transactions and inspect supporting documentation to:
  - Agree transaction amount, date, payor, document number, and account coding to the general ledger.
  - Determine that revenues/receipts were deposited in a timely manner.
  - Ensure that both revenue collections and amounts charged are properly authorized by law.
3. Randomly select nine cash receipts and inspect supporting documentation to determine that receipts are recorded in the proper fiscal year.

We found no exceptions as a result of the procedures.

#### Cash Disbursements/Non-payroll Expenditures

4. Compare current year non-payroll expenditures at the subfund and account level to those of the prior year. Obtain and document an understanding of variations over \$3,800 and 10% (General Fund), \$7,500 and 10% (Earmarked Fund), \$10,000 and 10% (Restricted Fund), and \$970 and 10% (Federal Fund).
5. Randomly select 25 non-payroll disbursements and inspect supporting documentation to determine:
  - Transaction is properly completed as required by School procedures; invoice(s) agree(s) with general ledger as to vendor, amount, number, and date.
  - All supporting documents and approvals required by School procedures and good business practice are present and agree with the invoice.
  - The transaction is a bona fide expenditure of the School, properly coded to the general ledger.
  - Disbursement complied with all State laws, rules, and regulations including the State Consolidated Procurement Code, state travel regulations etc.
  - Clerical accuracy / verify proper sales/use tax.

### **Payroll (Continued)**

11. Randomly select five employees hired during the fiscal year to determine if they were added to the payroll in accordance with the School's policies and procedures and that their first pay check was properly calculated in accordance with applicable State law.
12. Randomly select six employees who terminated employment during the fiscal year to determine if they were removed from the payroll in accordance with the School's policies and procedures, that the employee's last pay check was properly calculated and that the employee's leave payout was properly calculated in accordance with applicable State law.
13. Compare the percentage change in personnel service expenditures to the percentage change in employer contributions. Obtain explanation of changes of +/- 10%.
14. Compute the percentage distribution of fringe benefit expenditures by fund source and compare to the actual distribution or recorded personnel service expenditures by fund source. Obtain explanation of changes of +/- 10%.

We found no exceptions as a result of the procedures.

### **Journal Entries and Transfers**

15. Randomly select five non-recurring journal entries and six transfers for the fiscal year to:
  - Trace postings to the general ledger, confirming amounts agree with supporting documentation.
  - Confirm transaction is properly approved.
  - Inspect supporting documentation to confirm the purpose of the transaction.

### **Finding**

During our Transfer testing, we noted one instance when the transfer tested did not have proper supporting documentation.

### **Management Response**

The School has strengthened its internal controls to ensure all supporting documentation for transfer transactions are maintained and made available. With the addition of the new finance director, internal controls are being addressed in all areas.

### **Appropriation Act**

16. Complete the Appropriation Act work program provided to management noting areas of noncompliance, if any.
17. Obtain School-specific state provisos and inspect for compliance through inquiry and observation.

We found no exceptions as a result of the procedures.

### **Composite Reservoir Accounts (Continued)**

- Agree applicable amounts from reconciliations to general ledger.
  - Agree applicable amounts from reconciliations to the State Treasurer's Office monthly reports.
  - Determine if reconciling differences were adequately explained and properly resolved.
  - Determine if necessary adjusting entries were made in the accounting records.
  - Obtain a reconciliation of applicable composite reservoir account balances to the liability for assets held in custody for others and determine mathematical accuracy.
  - Agree the reconciled balance of the liability for assets held in custody for others per the reconciliation to the general ledger.
21. Inspect six composite reservoir account receipts to determine that they were properly described and classified in the accounting records in accordance with the School's policies and procedures and State regulations and that they were recorded in the proper fiscal year.
22. Determine revenue collection and retention or remittance is supported by law.
23. Inspect twenty four composite reservoir account 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, were paid in conformity with State laws and regulations and that goods and/or services were procured in accordance with applicable laws and regulations.

We found no exceptions as a result of the procedures.

### **Status of Prior Findings**

24. Inquire about the status of findings reported in the Accountant's Comments section of the engagement for the prior fiscal year to determine if the School has taken the appropriate corrective action.

See findings noted in Reporting Packages. These are repeat findings from the prior fiscal year.

### **Minutes**

25. We will inspect the School's approved minutes beginning with the end date of the prior year fieldwork through the end of our fieldwork.

We found no other matters related to our agreed-upon procedures.

Exhibit 2: HR Delegation Audit  
Year-End June 30, 2015



THE SOUTH CAROLINA  
DEPARTMENT of ADMINISTRATION

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

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HUMAN RESOURCES

**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 case 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.

VI. Findings:

1. The agency was able to produce its copy of the temporary salary adjustment delegation agreement.
2. This section summarizes the documentation for each temporary salary adjustment action. There were a total of 2 temporary salary adjustment actions audited.
  - **Employee Name** 100% or 2 out of the 2 actions audited had completed documentation including employee's name.
  - **Title/Class (including internal title)** – 100% or 2 out of the 2 actions audited had the title/class.
  - **Employee's Current Salary** – 100% or 2 out of the 2 actions audited had the employee's current salary.
  - **Proposed Salary & Percentage** – 100% or 2 out of the 2 actions audited had the proposed salary and percentage.
  - **Justification of Additional Responsibilities** – 100% or 2 out of the 2 actions audited had an adequate justification statement of additional responsibilities.
  - **Effective Date** - 100% or 2 out of the 2 actions audited had the effective date of the temporary salary adjustment.
  - **Duration** – 100% or 2 out of the 2 actions audited had the duration of not to exceed one year.
  - **Authorized Signature & Approval Date** – 100% or 2 out of the 2 actions audited had an authorized signature and/or approval date.
3. 100% or 2 out of the 2 actions audited had the duration of not to exceed one year.
4. 100% or 2 out of the 2 actions audited had an authorized signature and/or approval date.

VII. Recommendations:

- ^ **Employee Name** - No Recommendations
- ^ **Title/Class (including internal title)** - No Recommendations
- ^ **Employee's Current Salary** - No Recommendations
- ^ **Proposed Salary & %** - No Recommendations
- ^ **Justification Statement of TSA** - No Recommendations
- ^ **Effective Date** - No Recommendations
- ^ **Duration** – The duration should not exceed one year. A request for an extension of the TSA should be submitted to the Division of State Human Resources prior to the end date, if necessary.
- ^ **Authorized Signature & Approval Date** – The authorized signature and approval dates should occur prior to or on the effective date of the TSA.

In extenuating circumstances, an Administrative Error request should be submitted to the Division of State Human Resources for approval.

VII. Summary:

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

Exhibit 3: HR Delegation Audit  
Year-End June 30, 2016



Henry McMaster, 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

March 9, 2017

Dr. Zebulon D. Young  
Director, Human Resources  
John De La Howe School  
192 Geltys Road  
McCormick, South Carolina 29835

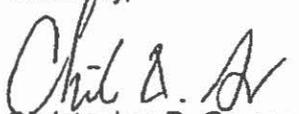
Dear Dr. Young:

The results of the audit of your delegated transactions from July 1, 2015 to June 30, 2016 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.

Please call me if you have any questions.

Sincerely,



Christopher D. Greggs  
Senior HR Consultant

Enclosures

cc: Dr. Danny R. Webb, President

**CLASSIFICATION DELEGATION AUTHORITY**

**John De La Howe School**

**March 9, 2017**

- I. Audit Period: July 1, 2015 through June 30, 2016
- II. Auditors: *Christopher D. Greggs*
- III. Delegated Reclassification Actions: Printouts on file with DSHR  
  
Total Number of Reclassifications: 4  
Total Number of Actions Audited: 4
- 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 the job duties on the position description are appropriate to the classification of the position.
  4. 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.
  5. To determine whether the class code and position number is correct on each position description.
  6. To determine if authorized or effective dates on position descriptions fall on or after the approval date.
  7. To determine whether recommendations from previous audits have been implemented.
- VI. Findings:
  1. The agency was able to produce a copy of the classification delegation agreement.

2. The agency had 100% or 4 out of the 4 actions that were appropriately classified.
3. Out of the position descriptions audited the following was noted:
  - **Appropriate Coding and Signatures**: 100% or 4 out of the 4 had the appropriate coding and signatures.
  - **Appropriate Class Code and Position Number**: 100% or 4 out of the 4 had the class code and position number.
  - **FLSA Designation**: 100% or 4 out of the 4 actions audited had the FLSA designation.
  - **State Minimum Training and Experience**: 100% or 4 out of the 4 actions audited had minimum training and experience that at least met the State minimum classification specification.
  - **Essential and Marginal Functions**: 100% or 4 out of the 4 actions audited had essential and marginal functions designated.
  - **Percentages of Time Spent on Each Job Duty**: 100% or 4 out of the 4 actions audited had percentages of time that equaled 100%.
4. The agency had 100% or 4 out of the 4 actions audited that were approved before or on the effective date.
5. 100% or 4 out of the 4 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 Number**: No Recommendations.
- **Approval Dates & Effective Dates**: No Recommendations.
- **Missing Delegated Position Descriptions**: Maintain and present position descriptions on all delegated classification actions.
- **Agency Maintains Copy of Classification Delegation Agreement**: No Recommendations.

VIII. 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. As a reminder, when processing reclassifications, please ensure that you include the current state title, alphanumeric code, and band on the left side of the position description. The new position information will only be displayed in the Requested Action Information section and the approval box. It appears the new state title, alphanumeric code, and band were entered on each position description in the current state title section. Overall, excellent audit results.*

**HIRE ABOVE MINIMUM DELEGATION AUTHORITY**  
**John De La Howe School**  
**March 9, 2017**

- I. Audit Period Covered: July 1, 2015 – June 30, 2016
- II. Auditors: *Christopher D. Greggs*
- III. Delegated Hire Above Minimum Actions: Printouts on file with DSHIR
- Number Hired Above Minimum: 7  
Number of Actions Audited: 7
- IV. Sampling Size: 100%
- 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 proper documentation exists for each hire above minimum action, to include:
    - A completed employment application with dates of employment
    - Position title and class code 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
  4. To determine whether actions are approved prior to the hire date of the applicant.
  5. To determine whether actions are true new hires, or whether another action code, such as promotion, demotion, or transfer is appropriate.

6. To determine whether recommendations from previous audits have been implemented.

VI. Findings:

1. The agency was 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 7 hire above minimum actions audited.
  - **Completed Application Including Employment Dates:** 100% or 7 out of the 7 actions audited had a completed application including employment dates.
  - **Title/Class (including internal title):** 100% or 7 out of the 7 actions audited had the title/class.
  - **Pay Band/Salary Range:** 100% or 7 out of the 7 actions audited had the pay band and salary range.
  - **Proposed Salary Above Minimum:** 100% or 7 out of the 7 actions audited had the proposed salary and percentage above minimum.
  - **Average Salary Data:** 100% or 7 out of the 7 actions audited had average salary data.
  - **Justification Statement of HAM:** 100% or 7 out of the 7 actions audited had an adequate justification statement.
  - **Approval Date on or Prior to Hire Date:** 100% or 7 out of the 7 actions audited had the approval date on or prior to the hire date.
  - **Authorized Signature & Approval Date:** 100% or 7 out of the 7 actions audited had an authorized signature and/or approval date.
  - **New hires coded appropriately:** 100% or 7 out of the 7 actions audited were coded correctly as a new hires.

VII. Recommendations:

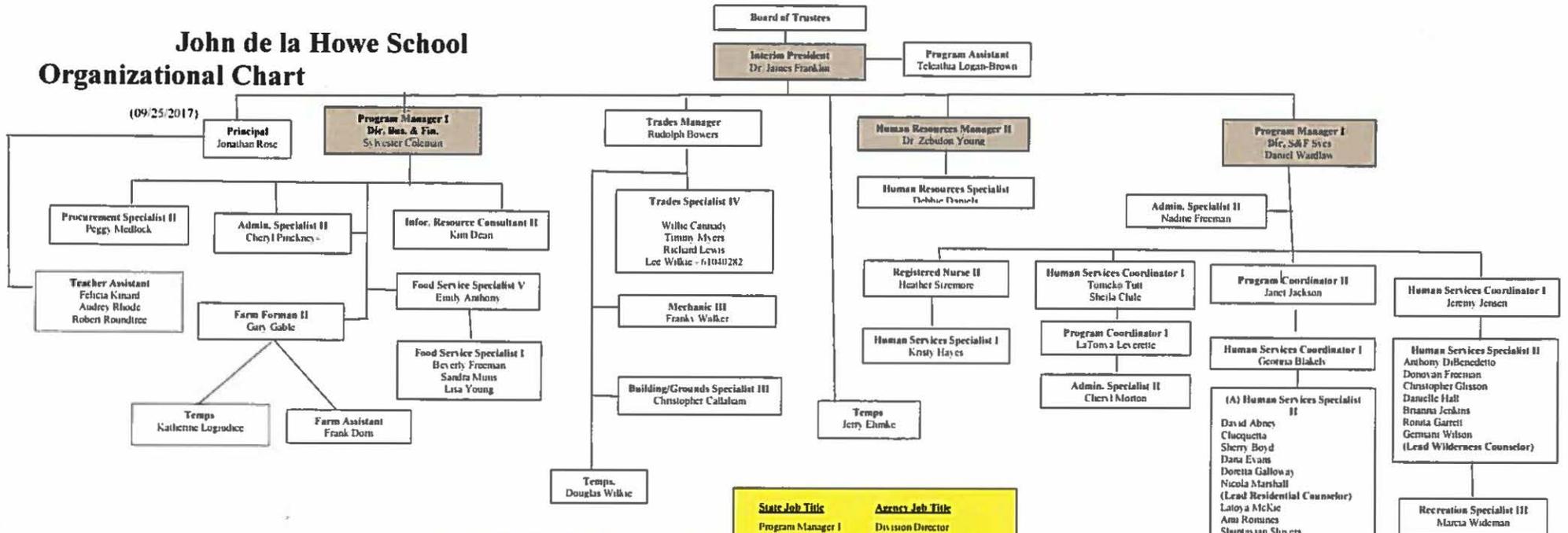
- **Completed Application including Employment Dates:** No Recommendations.
- **Title/Class (including internal title):** No Recommendations.
- **Pay Band/Salary Range:** No Recommendations.
- **Proposed Salary Above Minimum:** No Recommendations.
- **Average Salary Data:** No Recommendations.
- **Justification Statement of HAM:** No Recommendations.
- **Approval Date on or prior to Hire Date:** No Recommendations.
- **Authorized Signature & Approval Date:** No Recommendations.
- **Did Employee Come from Other State Agency:** No Recommendations.
- **Delegation Contract on File:** No Recommendations.

VIII. 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. 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.*

# **I. Organizational Chart**

# John de la Howe School Organizational Chart



Vacant Classified FTE's (127)
60025993
60025718
60025992
60025619
60025875
60025888
60025999
60025995
60025614
60025899
60025787
60025990
60025680
60025716
60025980
60025710
60025977
60025615
60025790
60025885
60025883
60025986
60025984
60025884
60040423
60025611
60040596

RIF'd Unclassified FTE's (14)
60025998
60025721
60040527
60040496
60040521
60025724
60026080
60025720
60025981
60040525
60040522
60025785
60040526
60025778

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
HR Manager II	HR Director
HR Specialist	HR Generalist
Admin. Specialist II	Area/ Division Secretary
HS Coordinator I	Clinical Therapist, PTSC
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

- (A) Human Services Specialist II**
- David Abney
  - Cluquetta
  - Sherry Boyd
  - Dana Evans
  - Doretha Galloway
  - Nicola Marshall
  - (Lead Residential Counselor)
  - Leroy McKie
  - Ann Rousseau
  - Shantana Shivers
  - Jametta Smith
  - Gertrude Wigfall
  - Ina Young
- Temps**
- Lynette Bilal
  - Brenda Anderson
  - Kendra Linton
  - Anelle Fogle
  - Amy Masters

- Human Services Specialist II**
- Anthony DiBenedetto
  - Donovan Freeman
  - Christopher Glisson
  - Danuelle Hall
  - Branna Jenkins
  - Ronita Garrett
  - Germani Wilson
  - (Lead Wilderness Counselor)

**Recreation Specialist III**  
Marcia Widman

# **J. Agency Compensation Report**

## AGENCY COMPENSATION REPORT\* - 9/26/2017

L 120 - JOHN DE LA HOWE SCHOOL

SEP 26, 2017 12:31 PM

Job Class Code	Number of Employees	Job Class Title	Avg Annual Salary		Total Annual Salary
AA50	3	ADMINISTRATIVE SPECIALIST II	\$ 30,357.43		\$91,072.28
AC20	1	PROCUREMENT SPECIALIST II	\$ 40,000.00		\$40,000.00
AG05	1	HUMAN RESOURCES SPECIALIST	\$ 36,056.00		\$36,056.00
AG15	1	HUMAN RESOURCE MANAGER II	\$ 63,715.00		\$63,715.00
AH30	1	PROGRAM ASSISTANT	\$ 31,860.00		\$31,860.00
AH35	1	PROGRAM COORDINATOR I	\$ 38,966.00		\$38,966.00
AH40	1	PROGRAM COORDINATOR II	\$ 48,813.00		\$48,813.00
AH45	2	PROGRAM MANAGER I	\$ 63,600.00		\$127,200.00
AM65	1	IT CONSULTANT I	\$ 45,097.00		\$45,097.00
CB30	1	TEACHER ASSISTANT	\$ 25,978.00		\$25,978.00
CB30	2	TEACHER ASSISTANT	\$ 24,939.00		\$49,878.00
EC50	1	RECREATION SPECIALIST III	\$ 32,523.00		\$32,523.00
GA30	1	HUMAN SERVICES SPECIALIST I	\$ 24,484.00		\$24,484.00
GA40	20	HUMAN SERVICES SPECIALIST II	\$ 28,010.40		\$560,208.00
GA50	4	HUMAN SERVICES COORDINATOR I	\$ 37,369.13		\$149,476.50
KA15	1	BUILDING/GROUNDS SPEC III	\$ 23,500.00		\$23,500.00
KB05	3	FOOD SERVICE SPECIALIST I	\$ 15,510.00		\$46,530.00
KB25	1	FOOD SERVICE SPECIALIST V	\$ 39,002.00		\$39,002.00
KC40	4	TRADES SPECIALIST IV	\$ 29,919.50		\$119,678.00
KC60	1	TRADES MANAGER	\$ 45,486.00		\$45,486.00
KD15	1	MECHANIC III	\$ 28,773.00		\$28,773.00
LA95	1	FARM FOREMAN I	\$ 35,000.00		\$35,000.00
LA97	1	FARM FOREMAN II	\$ 37,500.00		\$37,500.00
UA01	1	AGENCY HEAD	\$ 85,791.00		\$85,791.00
UB07	1	PRINCIPAL	\$ 78,986.00		\$78,986.00
<b>Total:</b>	<b>56</b>	<b>Average:</b>	<b>\$ 39,649.42</b>	<b>Total:</b>	<b>\$1,905,572.78</b>
* Report only includes full-time FTE employees					
UZ01	11	NON REGULATORY - TEMPS.	\$ 19,041.00		\$209,451.00

# **K. Staff to Student Comparison Report**

RH039F, Employee Demographics and Position Information (ZHR\_ZPA\_C01A\_Q039F)

DEC 2011

	Name (Sortable)	Job Class Code	Job Class Title	Position Hrs/Week		
1	ANDERSON, BRENDA	GA30	HUMAN SERVICES SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
2	AUSTIN, MICHAEL	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
##	BEAMER, JANELLE	AH40	PROGRAM COORDINATOR II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
4	BENNETT, MAMIE	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
5	BENNETT, REBECCA	GA30	HUMAN SERVICES SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
6	BLAKELY, GEORGIA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
7	BOLEN, MARY	UZ01	NON REGULATORY	20.00000	TEMPORARY	PT-NE W/O INS & LV
8	BRISCO, KATHY	GA30	HUMAN SERVICES SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
9	BROWN, CHERRY	AH45	PROGRAM MANAGER I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
10	BROWN, DONDI	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
11	BROWN, MINNIE	KB40	NUTRITIONIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
12	BROWN, THELMA	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
13	BROWN, VERNETTA	UB02	CERTIFIED TEACHER	37.50000	UNCLASSIFIED FTE	FT-EX W/INS & LV
14	CALDWELL, JOSEPH	AH40	PROGRAM COORDINATOR II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
15	CHAPMAN, CARLOTTA	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
16	CLAUSSEN, TIMOTHY	KC40	TRADES SPECIALIST IV	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
17	COOK, JOSHUA	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
18	CORRIHER, JUDY	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
19	COX, JULIE	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
20	DANIELS, DEBORAH	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
21	DODD, PAUL	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
22	DORN, SHARON	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
23	DUNTON, CARRON	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
24	FOSTER, ELDORA	GA30	HUMAN SERVICES SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
25	FREEMAN, DONOVAN	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
26	FREEMAN, NADINE	UZ01	NON REGULATORY	37.50000	TEMPORARY	PT-NE W/O INS & LV
27	FULWOOD JOHNSON, SHONDA	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
28	GABLE, GARY	LA97	FARM FOREMAN II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
29	GABLE, WENDY	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASS FTE-DEF PAY	FT-NE W/INS & LV
30	GORE, COLIN	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
31	GOWANS, FAYE	AG15	HUMAN RESOURCE MANAGER II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV

32	GRAHAM, LASHONDA	GA30	HUMAN SERVICES SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
33	GRAY, CRYSTAL	GA30	HUMAN SERVICES SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
34	GRIFFEY, KENNETH	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
35	HAYNES, TAMMY	GA30	HUMAN SERVICES SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
36	HEARST, STEVE	KA05	BUILDING/GROUNDS SPEC I	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
37	HILL, ONTINELL	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
38	HILLIARD, CHELSEA	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
39	HOWELL, SHARON	UB05	SPECIAL EDUCATION TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
40	HOYT, BABELLE	GA30	HUMAN SERVICES SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
41	HUGHES, KATHERINE	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
42	HUNTER, KRYSTINA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
43	ISOM, CHAQUINTA	GA30	HUMAN SERVICES SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
44	JACKSON, JANET	AH40	PROGRAM COORDINATOR II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
45	JACKSON, MONIQUE	GA30	HUMAN SERVICES SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
46	LEWIS, LORIE	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
47	LEWIS, RICHARD	KC40	TRADES SPECIALIST IV	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
48	LONG, JOHN	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
49	MARSHALL, NICOLA	GA30	HUMAN SERVICES SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
50	MAYER, THOMAS	UA01	AGENCY HEAD	37.50000	AGENCY HEAD (AHSC)	SUPERINTENDENT
51	MAYO, WILLIAM	KC60	TRADES MANAGER	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
52	MCEACHIN BUTLER, LASHUNE	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
53	MCKINNEY, BETTY	CB30	TEACHER ASSISTANT	37.50000	CLASS FTE-DEF PAY	FT-NE W/INS & LV
54	MORRAH, ANN	KA50	LAUNDRY WORKER III	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
55	MOSS, LAVERNE	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
56	MULLINS, STEPHANIE	GA30	HUMAN SERVICES SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
57	MYERS, MAURICE	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
58	MYERS, TIMOTHY	KC40	TRADES SPECIALIST IV	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
59	PARKS, CLARISSA	AD01	FISCAL TECHNICIAN I	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
60	POORE, BRIGITTE	AC20	PROCUREMENT SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
61	PRICHARD, TRACIE	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
62	RASMUSSEN, BARBARA	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
63	RITTER, THOMAS	AH45	PROGRAM MANAGER I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
64	ROBB, KIMBERLY	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
65	ROBERTS, KATHY	GA30	HUMAN SERVICES SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
66	ROMINES, AMI	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV

67	ROUNDTREE, ROBERT	UB02	CERTIFIED TEACHER	30.00000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
68	RUSSELL, JAMES	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
69	SIZEMORE, HEATHER	EA30	REGISTERED NURSE II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
70	SIZEMORE, JOHN	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
71	STANLEY, CLIFTON	AJ33	INFO RESOURCE COORDINATOR	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
72	STARLING, COLEEN	AA75	ADMINISTRATIVE ASSISTANT	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
73	THOMPSON, DONNA	GA30	HUMAN SERVICES SPECIALIST I	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
74	THOMSON, CRYSTAL	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
75	TURK, KENNY	GA30	HUMAN SERVICES SPECIALIST I	0.00000	TEMPORARY	PT-NE W/O INS & LV
76	TURNER, STACEY	GA40	HUMAN SERVICES SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
77	WAKEFIELD, ASHLEY	GA30	HUMAN SERVICES SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
78	WALKER, FRANK	KD15	MECHANIC III	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
79	WARDLAW, DANIEL	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
80	WEBB, DANNY	AH35	PROGRAM COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
81	WIDEMAN, KATHERINE	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
82	WIDEMAN, MARCIA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
83	WIGFALL, THEODORE	GA30	HUMAN SERVICES SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
84	WILLIAMS, REBECCA	UB07	PRINCIPAL	37.50000	UNCLASSIFIED FTE	FT-EX W/INS & LV
85	WILSON, GERMANI	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
86	YOUNG, INA	GA30	HUMAN SERVICES SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV

**TEMP EES**

83 FTEs

3 Temps

Authorized 106 FTEs by the Executive Budget Office

\* Report generated from SCEIS BEX Analyzer 7-3 (RH039F: ZHR\_ZPA\_C01A\_Q)39F)

<b>Students Enrolled (provided by Agency Admissions)</b>
<b>NO DATA</b>

RH039F, Employee Demographics and Position Information (ZHR\_ZPA\_C01A\_Q039F)

DEC 2012

	Name (Sortable)	Job Class Code	Job Class Title	Position Hrs/Week		
1	ABNEY, DAVID	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
2	ANDERSON, BRENDA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
3	AUSTIN, MICHAEL	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
4	BAUGHMAN, WESLEY	KC40	TRADES SPECIALIST IV	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
5	BENNETT, MAMIE	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
6	BLAKELY, GEORGIA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
7	BOWERS, RUDOLPH	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
8	BRISCO, KATHY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
9	BROWN, CHERRY	UZ01	NON REGULATORY	20.00000	TEMPORARY	PT-NE W/O INS & LV
10	BROWN, DONDI	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
11	BROWN, MINNIE	KB40	NUTRITIONIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
12	BROWN, NATISKA	UB07	PRINCIPAL	37.50000	UNCLASSIFIED FTE	FT-EX W/INS & LV
13	BROWN, VERNETTA	UB02	CERTIFIED TEACHER	37.50000	UNCLASSIFIED FTE	FT-EX W/INS & LV
14	CALDWELL, JOSEPH	UB03	NON CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
15	CHAPMAN, CARLOTTA	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
16	CHILES, JANICE	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
17	CLAUSSEN, TIMOTHY	KC40	TRADES SPECIALIST IV	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
18	CORRIHER, JUDY	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
19	DANIELS, DEBORAH	AG05	HUMAN RESOURCES SPECIALIST	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
20	DODD, PAUL	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
21	DORN, SHARON	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
22	FOSTER, ELDORA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
23	FREEMAN, DONOVAN	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
24	FREEMAN, NADINE	UZ01	NON REGULATORY	37.50000	TEMPORARY	PT-NE W/O INS & LV
25	FULLER, DAVID	UB02	CERTIFIED TEACHER	37.50000	UNCLASSIFIED FTE	FT-EX W/INS & LV
26	FULWOOD JOHNSON, SHONDA	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
27	GABLE, GARY	LA97	FARM FOREMAN II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
28	GABLE, WENDY	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASS FTE-DEF PAY	FT-NE W/INS & LV
29	GIBBS, ASHLEY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
30	GILMORE, REGINALD	AH45	PROGRAM MANAGER I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
31	GORE, COLIN	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
32	GOWANS, FAYE	AG15	HUMAN RESOURCE MANAGER II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
33	GRAHAM, LASHONDA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV

34	GRAY, CRYSTAL	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
35	GRIFFEY, KENNETH	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
36	HALL, AARON	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
37	HAYNES, TAMMY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
38	HAYNES, WILLIAM	AH40	PROGRAM COORDINATOR II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
39	HEARST, STEVE	KA05	BUILDING/GROUNDS SPEC I	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
40	HILL, ONTINELL	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
41	HOWELL, SHARON	UB05	SPECIAL EDUCATION TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
42	HUGHES, KATHERINE	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
43	HUNTER, KRYSTINA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
44	JACKSON, JANET	AH40	PROGRAM COORDINATOR II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
45	JACKSON, MONIQUE	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
46	JACOBS, SHARON	UB02	CERTIFIED TEACHER	37.50000	UNCLASSIFIED FTE	FT-EX W/INS & LV
47	JETER, SHAMANIQUE	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
48	JOHNSON, TINA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
49	LAMONS, KAYLA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
50	LEWIS, LORIE	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
51	MARSHALL, NICOLA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
52	MAYER, THOMAS	UA01	AGENCY HEAD	37.50000	AGENCY HEAD (AHSC)	SUPERINTENDENT
53	MAYO, WILLIAM	KC60	TRADES MANAGER	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
54	MCKINNEY, BETTY	CB30	TEACHER ASSISTANT	37.50000	CLASS FTE-DEF PAY	FT-NE W/INS & LV
55	MORGAN, SUSAN	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
56	MORRAH, ANN	KA50	LAUNDRY WORKER III	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
57	MOSS, LAVERNE	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
58	MUMFORD, YOLANDA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
59	MYERS, TIMOTHY	KC40	TRADES SPECIALIST IV	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
60	PARKS, CLARISSA	AD01	FISCAL TECHNICIAN I	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
61	POORE, BRIGITTE	AC20	PROCUREMENT SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
62	PRICHARD, TRACIE	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
63	RITTER, THOMAS	AH45	PROGRAM MANAGER I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
64	ROBB, KIMBERLY	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
65	ROBERTS, KATHY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
66	ROMINES, AMI	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
67	ROUNDTREE, ROBERT	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
68	SANDERS, JENNIFER	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
69	SIZEMORE, HEATHER	EA30	REGISTERED NURSE II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
70	STANLEY, CLIFTON	AJ33	INFO RESOURCE COORDINATOR	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV

71	STARLING, COLEEN	AH30	PROGRAM ASSISTANT	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
72	TURK, KENNY	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
73	TURNER, STACEY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
74	WALKER, FRANK	KD15	MECHANIC III	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
75	WEBB, DANNY	AH35	PROGRAM COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
76	WIDEMAN, KATHERINE	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
77	WIGFALL, THEODORE	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
78	WILSON, GERMANI	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
79	WORKMAN, LEIGH	GA40	HUMAN SERVICES SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
80	YOUNG, INA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
81	YOUNG, LISA	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV

**TEMP EES**

79 FTEs

2 Temps

Authorized 106 FTEs by the Executive Budget Office

\* Report generated from SCEIS BEX Analyzer 7-3 (RH039F: ZHR\_ZPA\_C01A\_Q)39F)

<b>Students Enrolled (provided by Agency Admissions)</b>
<b>NO DATA</b>

RH039F, Employee Demographics and Position Information (ZHR\_ZPA\_C01A\_Q039F)

DEC 2013

	Name (Sortable)	Job Class Code	Job Class Title	Position Hrs/Week		
1	ABNEY, DAVID	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
2	ANSLEY, JASON	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
3	AUSTIN, MICHAEL	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
4	BENNETT, MAMIE	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
5	BILAL, LYNETTE	UZ01	NON REGULATORY	40.00000	TEMPORARY	PT-NE W/O INS & LV
6	BLAKELY, GEORGIA	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
7	BONDS, LAUREN	UZ01	NON REGULATORY	40.00000	TEMPORARY	PT-NE W/O INS & LV
8	BOPPISETTY, SHARATH	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
9	BOWEN, JODY	UZ01	NON REGULATORY	30.00000	TEMPORARY	PT-NE W/O INS & LV
10	BOWERS, RUDOLPH	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
11	BOYD, SHERRY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
12	BRANYON, STEPHEN	AH40	PROGRAM COORDINATOR II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
13	BRISCO, KATHY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
14	BROWN, CHERRY	GA60	HUMAN SERVICES COORDINATOR II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
15	BROWN, DONDI	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
16	BROWN, MINNIE	KB40	NUTRITIONIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
17	BROWN, RODRIGUIS	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
18	BROWN, VERNETTA	UB06	GUIDANCE COUNSELOR	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
19	BULLARD, KEVIN	KC40	TRADES SPECIALIST IV	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
20	CALDWELL, JOSEPH	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
21	CANNADY, WILLIE	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
22	CHAPMAN, CARLOTTA	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
23	CLAUSSEN, BILLIE	UZ01	NON REGULATORY	37.50000	TEMPORARY	FT-NE W/O INS & LV
24	CLAUSSEN, TIMOTHY	KC40	TRADES SPECIALIST IV	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
25	COOK, JANICE	AD25	ACCOUNTANT/FISCAL ANALYST III	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
26	CORRIHER, JUDY	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
27	DANIELS, DEBORAH	AG05	HUMAN RESOURCES SPECIALIST	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
28	DODD, PAUL	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
29	DORN, SHARON	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
30	EVANS, CHERYL	UB02	CERTIFIED TEACHER	37.50000	UNCLASSIFIED FTE	FT-EX W/INS & LV

31	FAUST, VIOLA	AH45	PROGRAM MANAGER I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
32	FERDINAND, PATRICIA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
33	FOSTER, ELDORA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
34	FREEMAN, CARISA	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
35	FREEMAN, DONOVAN	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
36	FREEMAN, NADINE	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
37	FREEMAN, SHIRLEY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
38	GABLE, GARY	LA97	FARM FOREMAN II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
39	GABLE, WENDY	AA75	ADMINISTRATIVE ASSISTANT	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
40	GOWANS, FAYE	AG15	HUMAN RESOURCE MANAGER II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
41	GRAHAM, LASHONDA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
42	GRAY, CRYSTAL	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
43	HALE, CLIFFORD	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
44	HAYNES, TAMMY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
45	HEARST, STEVE	KA05	BUILDING/GROUNDS SPEC I	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
46	HILL, ONTINELL	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
47	HOUSTON, LAKENDRIA	GA30	HUMAN SERVICES SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
48	HOWELL, SHARON	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
49	HUGHES, KATHERINE	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
50	JACKSON, JANET	AH40	PROGRAM COORDINATOR II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
51	JACKSON, MONIQUE	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
52	JACOBS, SHARON	UB02	CERTIFIED TEACHER	37.50000	UNCLASSIFIED FTE	FT-EX W/INS & LV
53	JENSEN, JEREMY	UZ01	NON REGULATORY	40.00000	TEMPORARY	PT-NE W/O INS & LV
54	JOHNSON, LOVELL	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
55	JOHNSON, TINA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
56	LEGETTE, REGINA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
57	LEOPARD, TIMOTHY	AC20	PROCUREMENT SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
58	LEVERETTE, LATONYA	AH35	PROGRAM COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
59	MACIALEK, RICHARD	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
60	MARSHALL, NICOLA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
61	MARTIN, LYNNE	UB02	CERTIFIED TEACHER	37.50000	UNCLASSIFIED FTE	FT-EX W/INS & LV
62	MAYER, THOMAS	UA01	AGENCY HEAD	37.50000	AGENCY HEAD (AHSC)	SUPERINTENDENT
63	MAYO, WILLIAM	KC60	TRADES MANAGER	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
64	MCKINNEY, BETTY	CB30	TEACHER ASSISTANT	37.50000	CLASS FTE-DEF PAY	FT-NE W/INS & LV

65	MOORE, THOMAS	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
66	MOSS, LAVERNE	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
67	MULLINS, STEPHANIE	UZ01	NON REGULATORY	40.00000	TEMPORARY	PT-NE W/O INS & LV
68	MYERS, TIMOTHY	KC40	TRADES SPECIALIST IV	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
69	PARKS, CLARISSA	AD01	FISCAL TECHNICIAN I	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
70	PRATT, RUBY	UZ01	NON REGULATORY	37.50000	TEMPORARY	PT-NE W/O INS & LV
71	PRICE, FRANK	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
72	PRICHARD, TRACIE	UB05	SPECIAL EDUCATION TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
73	RAMBO, RYAN	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
74	ROMINES, AMI	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
75	ROUNDTREE, ROBERT	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
76	SIZEMORE, HEATHER	EA30	REGISTERED NURSE II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
77	SQUIRES, JUDITH	UB02	CERTIFIED TEACHER	37.50000	UNCLASSIFIED FTE	FT-EX W/INS & LV
78	STARLING, COLEEN	AH30	PROGRAM ASSISTANT	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
79	THOMPSON, HERMAN	UB07	PRINCIPAL	37.50000	UNCLASSIFIED FTE	FT-EX W/INS & LV
80	TRAPP, JEROME	UZ01	NON REGULATORY	40.00000	TEMPORARY	PT-NE W/O INS & LV
81	TULLIS, LORIE	UZ01	NON REGULATORY	37.50000	TEMPORARY	PT-NE W/O INS & LV
82	TURNER, STACEY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
83	TUTT, TOMEKO	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
84	WAKEFIELD, ASHLEY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
85	WALKER, FRANK	KD15	MECHANIC III	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
86	WARDLAW, DANIEL	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
87	WEBB, DANNY	AH45	PROGRAM MANAGER I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
88	WHITAKER, WILLETTE	UZ01	NON REGULATORY	40.00000	TEMPORARY	PT-NE W/O INS & LV
89	WIDEMAN, KATHERINE	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
90	WIGFALL, THEODORE	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
91	WILLIAMS PINCKNEY, CHERYL	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
92	WILSON, GERMANI	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
93	WINES, TIMOTHY	AH40	PROGRAM COORDINATOR II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
94	YINGST, LYNDSEY	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
95	YOUNG, INA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
96	YOUNG, LISA	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
97	YOUNG, ZEBULON	AG10	HUMAN RESOURCE MANAGER I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV

**TEMP EES**

<b>Students Enrolled (provided by Agency Admissions)</b>
73

87 FTEs

10 Temps

Authorized 106 FTEs by the Executive Budget Office

\* Report generated from SCEIS BEX Analyzer 7-3 (RH039F: ZHR\_ZPA\_C01A\_Q)39F)

## John de la Howe School

## Students served

Number	Student's First Name	Last Initial	Home County	Number	Student's First Name	Last Initial	Home County	Number	Student's First Name	Last Initial	Home County
December 2013											
1	Donald	B	Lexington	30	Michael	S	Spartanburg	59	James	K	Richland
2	Mi'Quan	F	Berkeley	31	JaMikell	T	Edgefield	60	Isaiah	M	Anderson
3	Cole	H	Dorchester	32	Shikem	W	Aiken	61	Carlos	T	Anderson
4	Jalyn	J	Darlington	33	Kimberly	B	Beaufort	62	Jesse	R	Aiken
5	Shaumarie	R	Greenville	34	Ayanna	C	Sumter	63	Nick	T	Greenville
6	Joshua	S	Richland	35	Jacquelyn	H	Beaufort	64	Henry	M	Berkeley
7	Daquan	W	Dorchester	36	Raven	H	Richland	65	Austin	F	Aiken
8	Kaleb	R	Oconee	37	Aaliyah	L	Richland	66	Harley	S	Abbeville
9	Demetrious	B	Charleston	38	Chandler	M	Richland	67	Kori	G	Abbeville
10	Kentrell	G	Colleton	39	Khanaja	N	Charleston	68	Glendavious	G	Abbeville
11	Andrew	J	Aiken	40	Mikala	S	Abbeville	69	Reginald	C	Abbeville
12	Edwin	P	Berkeley	41	Saniyia	B	Richland	70	Karley	M	Abbeville
13	Diamond	M	Anderson	42	Mykira	D	Greenwood	71	James	W	Abbeville
14	Keyshawn	R	Laurens	43	Jessica	F	Beaufort	72	Brianna	W	Abbeville
15	Robert	S	Anderson	44	Kailey	H	Richland	73	Nia	P	Lexington
16	Ronald	T	Anderson	45	Wilhelmenia	K	Summerville				
17	Freddie	B	Darlington	46	Rebekah	M	Saluda				
18	Roeshawn	B	Beaufort	47	Jasmine	S	Orangeburg				
19	Keshon	F	Aiken	48	Trinity	L	Richland				
20	Andrew	G	Laurens	49	Courtney	B	Aiken				
21	Christopher	J	Orangeburg	50	Hannah	D	York				
22	Sergio	O	Aiken	51	Cassidy	C	Horry				
23	Abraham	T	Richland	52	Keela	F	Allendale				
24	Brandon	Y	Richland	53	Bailey	H	Lexington				
25	Jaroid	B	Dillon	54	Aleisha	H	Aiken				
26	Chance	H	Aiken	55	Marcus	D	Colleton				
27	Joseph	R	Aiken	56	Reginald	E	Orangeburg				
28	Simeon	S	Aiken	57	Andrew	F	Kershaw				
29	JaBari	S	Jasper	58	Brodrickus	G	Sumter				

RH039F, Employee Demographics and Position Information (ZHR\_ZPA\_C01A\_Q039F)

MAY 2014

	Name (Sortable)	Job Class Code	Job Class Title	Position Hrs/Week		
1	ABNEY, DAVID	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
2	ALLEN, DEBRA	UZ01	NON REGULATORY	10.00000	TEMPORARY	PT-NE W/O INS & LV
3	ANSLEY, JASON	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
4	AUSTIN, MICHAEL	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
5	BELL, LA'QUISHA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
6	BENNETT, MAMIE	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
7	BILAL, LYNETTE	UZ01	NON REGULATORY	40.00000	TEMPORARY	PT-NE W/O INS & LV
8	BLAKELY, GEORGIA	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
9	BONDS, LAUREN	UZ01	NON REGULATORY	40.00000	TEMPORARY	PT-NE W/O INS & LV
10	BOPPISSETTY, SHARATH	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
11	BOWEN, JODY	UZ01	NON REGULATORY	30.00000	TEMPORARY	PT-NE W/O INS & LV
12	BOWERS, RUDOLPH	GA50	HUMAN SERVICES COORDINATOR I	40.00000	CLASSIFIED FTE	FT-EX W/INS & LV
13	BOYD, SHERRY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
14	BRANYON, STEPHEN	AH40	PROGRAM COORDINATOR II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
15	BRISCO, KATHY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
16	BROWN, CHERRY	GA60	HUMAN SERVICES COORDINATOR II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
17	BROWN, DONDI	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
18	BROWN, MINNIE	KB40	NUTRITIONIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
19	BROWN, RODRIGUIS	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
20	BROWN, VERNETTA	UB06	GUIDANCE COUNSELOR	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
21	BULLARD, KEVIN	KC40	TRADES SPECIALIST IV	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
22	CALDWELL, JOSEPH	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
23	CANNADY, WILLIE	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
24	CHAPMAN, CARLOTTA	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
25	CLAUSSEN, BILLIE	UZ01	NON REGULATORY	37.50000	TEMPORARY	FT-NE W/O INS & LV
26	CLAUSSEN, TIMOTHY	KC40	TRADES SPECIALIST IV	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
27	COOK, JANICE	AD25	ACCOUNTANT/FISCAL ANALYST III	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
28	CORRIHER, JUDY	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
29	DANIELS, DEBORAH	AG05	HUMAN RESOURCES SPECIALIST	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
30	DEVLIN, JOE	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV

31	DODD, PAUL	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
32	DORN, SHARON	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
33	EVANS, CHERYL	UB02	CERTIFIED TEACHER	37.50000	UNCLASSIFIED FTE	FT-EX W/INS & LV
34	FAUST, VIOLA	AH45	PROGRAM MANAGER I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
35	FREEMAN, CARISA	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
36	FREEMAN, DONOVAN	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
37	FREEMAN, NADINE	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
38	FREEMAN, SHIRLEY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
39	GABLE, GARY	LA97	FARM FOREMAN II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
40	GABLE, WENDY	AA75	ADMINISTRATIVE ASSISTANT	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
41	GALLOWAY, DORETTA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
42	GOWANS, FAYE	AG15	HUMAN RESOURCE MANAGER II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
43	GRAHAM, LASHONDA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
44	GRAY, CRYSTAL	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
45	HALE, CLIFFORD	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
46	HEARST, STEVE	KA05	BUILDING/GROUNDS SPEC I	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
47	HILL, ONTINELL	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
48	HOUSTON, LAKENDRIA	GA30	HUMAN SERVICES SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
49	HOWELL, SHARON	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
50	HUGHES, KATHERINE	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
51	JACKSON, JANET	AH40	PROGRAM COORDINATOR II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
52	JACKSON, MONIQUE	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
53	JACOBS, SHARON	UB02	CERTIFIED TEACHER	37.50000	UNCLASSIFIED FTE	FT-EX W/INS & LV
54	JENSEN, JEREMY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
55	LEGETTE, REGINA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
56	LEOPARD, TIMOTHY	AC20	PROCUREMENT SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
57	LEVERETTE, LATONYA	AH35	PROGRAM COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
58	MACIALEK, RICHARD	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
59	MARSHALL, NICOLA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
60	MARTIN, LYNNE	UB02	CERTIFIED TEACHER	37.50000	UNCLASSIFIED FTE	FT-EX W/INS & LV
61	MAYO, WILLIAM	KC60	TRADES MANAGER	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
62	MCKINNEY, BETTY	CB30	TEACHER ASSISTANT	37.50000	CLASS FTE-DEF PAY	FT-NE W/INS & LV
63	MOORE, THOMAS	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
64	MYERS, TIMOTHY	KC40	TRADES SPECIALIST IV	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV

65	PARKS, CLARISSA	AD01	FISCAL TECHNICIAN I	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
66	PRATT, RUBY	UZ01	NON REGULATORY	37.50000	TEMPORARY	PT-NE W/O INS & LV
67	PRICHARD, TRACIE	UB05	SPECIAL EDUCATION TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
68	ROMINES, AMI	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
69	ROSE, JONATHAN	UB07	PRINCIPAL	37.50000	UNCLASSIFIED FTE	FT-EX W/INS & LV
70	ROUNDTREE, ROBERT	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
71	SIZEMORE, HEATHER	EA30	REGISTERED NURSE II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
72	STARLING, COLEEN	AH30	PROGRAM ASSISTANT	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
73	TURNER, STACEY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
74	TUTT, TOMOKO	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
75	WAKEFIELD, ASHLEY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
76	WALKER, FRANK	KD15	MECHANIC III	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
77	WARDLAW, DANIEL	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
78	WEBB, DANNY	AH45	PROGRAM MANAGER I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
79	WHITAKER, WILLETTE	UZ01	NON REGULATORY	40.00000	TEMPORARY	PT-NE W/O INS & LV
80	WIDEMAN, KATHERINE	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
81	WIGFALL, THEODORE	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
82	WILLIAMS PINCKNEY, CHERYL	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
83	WILSON, GERMANI	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
84	WINES, TIMOTHY	AH40	PROGRAM COORDINATOR II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
85	YINGST, LYNDSEY	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
86	YOUNG, INA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
87	YOUNG, LISA	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
88	YOUNG, ZEBULON	EC50	RECREATION SPECIALIST III	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV

**TEMP EES**

81 FTEs

7 Temps

Authorized 106 FTEs by the Executive Budget Office

\* Report generated from SCEIS BEX Analyzer 7-3 (RH039F: ZHR\_ZPA\_C01A\_Q)39F)

<b>Students Enrolled (provided by Agency Admissions)</b>
<b>81</b>

John de la Howe School  
Students Served

Number	Student's First Name	Last Initial	Home County	Number	Student's First Name	Last Initial	Home County	Number	Student's First Name	Last Initial	Home County
May 2014											
1	Cole	H	Dorchester	30	Antonio	W	Spartanburg	59	Henry	M	Berkeley
2	Joshua	H	Beaufort	31	Shikem	W	Aiken	60	Nicholas	N	Aiken
3	Jalyn	J	Darlington	32	Zanniyah	C	Lee	61	Johnathan	H	Greenville
4	Ivan	P	Darlington	33	Jaquelyn	H	Beaufort	62	James	K	Richland
5	Diamond	M	Anderson	34	Aaliyah	L	Richland	63	Shamur	W	Kershaw
6	Markevious	R	Laurens	35	Chandler	M	Richland	64	Demetric	L	Jasper
7	Shaumarie	R	Greenville	36	Khanaja	N	Charleston	65	Harley	S	Abbeville
8	Joshua	S	Richland	37	Morgan	N	Lexington	66	Kori	G	Abbeville
9	Demetrious	B	Charleston	38	Mikala	S	Abbeville	67	Glendavious	G	Abbeville
10	Kentrell	G	Colleton	39	Hannah	D	York	68	Reginald	C	Abbeville
11	Andrew	J	Aiken	40	Jessica	F	Beaufort	69	Brianna	W	Abbeville
12	Edwin	P	Berkeley	41	Kailey	H	Richland	70	Victoria	B	Abbeville
13	Keyshawn	R	Laurens	42	Wilhelmina	K	Summerville	71	Karley	M	Abbeville
14	Robert	S	Anderson	43	Rebekah	M	Saluda	72	Jasiah	B	Abbeville
15	Sebastian	S	Cherokee	44	Chelsea	B	Berkeley	73	Gaba	S	Abbeville
16	Ronald	T	Anderson	45	Jasmine	S	Orangeburg	74	Matthew	C	Abbeville
17	Mi'Quan	F	Berkeley	46	Courtney	B	Aiken	75	Dustin	W	Abbeville
18	Keshon	F	Aiken	47	Alexis	C	Richland	76	Mariah	S	Abbeville
19	Andrew	G	Laurens	48	Keela	F	Allendale	77	Alana	G	Abbeville
20	Christopher	J	Orangeburg	49	Bailey	H	Lexington	78	Alajuwon	B	Abbeville
21	Joseph	R	Aiken	50	Raven	H	Richland	79	Tracey	V	Abbeville
22	Jabri	S	Jasper	51	Demetria	M	Barnwell	80	Bryson	F	Abbeville
23	Brandon	Y	Richland	52	Jacob	D	Saluda	81	Andrea	S	Abbeville
24	Trevor	B	Lexington	53	Chase	E	Orangeburg				
25	Chance	H	Aiken	54	Andrew	F	Kershaw				
26	Eric	P	Richland	55	Brodrickus	G	Sumter				
27	Simeon	S	Aiken	56	Isaiah	M	Anderson				
28	JaMikell	T	Edgefield	57	Carlos	T	Anderson				
29	Daquan	W	Berkeley	58	Jeffrey	B	Anderson				

RH039F, Employee Demographics and Position Information (ZHR\_ZPA\_C01A\_Q039F)

NOV 2015

	Name (Sortable)	Job Class Code	Job Class Title	Position Hrs/Week		
1	ABNEY, DAVID	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
2	ANDERSON, BRENDA	UZ01	NON REGULATORY	40.00000	TEMPORARY	PT-NE W/O INS & LV
3	ANDERSON, CHICQUETTA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
4	ANDERSON, SELYNTO	UZ01	NON REGULATORY	24.00000	TEMPORARY	PT-NE W/O INS & LV
5	ANSLEY, JASON	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
6	AUSTIN, MICHAEL	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
7	BASKIN, KATERRA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
8	BEARDEN, JANET	UZ01	NON REGULATORY	24.00000	TEMPORARY	PT-NE W/O INS & LV
9	BENNETT, MAMIE	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
10	BILAL, LYNETTE	UZ01	NON REGULATORY	40.00000	TEMPORARY	PT-NE W/O INS & LV
11	BLAKELY, GEORGIA	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
12	BOPPISETTY, SHARATH	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
13	BOWERS, RANDOLPH	UB02	CERTIFIED TEACHER	37.50000	UNCLASSIFIED FTE	FT-EX W/INS & LV
14	BOWERS, RUDOLPH	KC60	TRADES MANAGER	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
15	BOYD, SHERRY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
16	BRANYON, STEPHEN	AH40	PROGRAM COORDINATOR II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
17	BRISCO, KATHY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
18	BROWN, DONDI	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
19	BROWN, ERNIKO	UZ01	NON REGULATORY	37.50000	TEMPORARY	FT-NE W/O INS & LV
20	BROWN, MINNIE	KB40	NUTRITIONIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
21	BROWN, VERNETTA	UB06	GUIDANCE COUNSELOR	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
22	BUTLER, ANGEL	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
23	CANNADY, WILLIE	KC40	TRADES SPECIALIST IV	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
24	CHAPMAN, CARLOTTA	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
25	CHILE, SHEILA	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
26	CLARK, MARY	UZ01	NON REGULATORY	24.00000	TEMPORARY	PT-NE W/O INS & LV
27	CUMMINGS, RODERICK	UZ01	NON REGULATORY	37.50000	TEMPORARY	PT-NE W/O INS & LV
28	DANIELS, DEBORAH	AG05	HUMAN RESOURCES SPECIALIST	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
29	DEAN, KIMBERLEY	AM65	IT CONSULTANT I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
30	DEVLIN, JOE	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
31	DIBENEDETTO, ANTHONY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV

32	DORN, OSCAR	UZ01	NON REGULATORY	37.50000	TEMPORARY	FT-NE W/O INS & LV
33	DORN, SHARON	UZ01	NON REGULATORY	15.00000	TEMPORARY	PT-NE W/O INS & LV
34	EAST, GEORGIA	UZ01	NON REGULATORY	37.50000	TEMPORARY	FT-NE W/O INS & LV
35	EDWARDS, SHONDA	GA30	HUMAN SERVICES SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
36	EVANS, CHERYL	UB02	CERTIFIED TEACHER	37.50000	UNCLASSIFIED FTE	FT-EX W/INS & LV
37	FAUST, VIOLA	AH45	PROGRAM MANAGER I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
38	FRANKLIN, JAMES	UZ01	NON REGULATORY	37.50000	TEMPORARY	FT-NE W/O INS & LV
39	FREEMAN, DONOVAN	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
40	FREEMAN, NADINE	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
41	GABLE, GARY	LA97	FARM FOREMAN II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
42	GABLE, WENDY	AA75	ADMINISTRATIVE ASSISTANT	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
43	GALLOWAY, DORETTA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
44	GARNER, BREANNA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
45	GREEN, JEROME	UZ01	NON REGULATORY	30.00000	TEMPORARY	FT-NE W/O INS & LV
46	GRIFFIN, VICTORIA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
47	HALE, CLIFFORD	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
48	HUGHES, KATHERINE	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
49	JACKSON LINTON, KENDRA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
50	JACKSON, JANET	AH40	PROGRAM COORDINATOR II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
51	JENKINS, LAURA	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
52	JENSEN, JEREMY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
53	KELLY, JOYCE	UZ01	NON REGULATORY	24.00000	TEMPORARY	PT-NE W/O INS & LV
54	KIMBLE, DERRICK	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
55	LAGROON, VERONICA	UZ01	NON REGULATORY	37.50000	TEMPORARY	FT-NE W/O INS & LV
56	LEVERETTE, LATONYA	AH35	PROGRAM COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
57	LEWIS, RICHARD	KC40	TRADES SPECIALIST IV	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
58	MACIALEK, RICHARD	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
59	MARSHALL, NICOLA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
60	MARTIN, LYNNE	UB02	CERTIFIED TEACHER	37.50000	UNCLASSIFIED FTE	FT-EX W/INS & LV
61	MCKINNEY, BETTY	CB30	TEACHER ASSISTANT	37.50000	CLASS FTE-DEF PAY	FT-NE W/INS & LV
62	MCQUEEN HULLINGS, WHITNEY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
63	MCREYNOLDS, JOSHUA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
64	MIMS, SANDRA	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
65	MOORE, THOMAS	UB02	CERTIFIED TEACHER	37.50000	UNCLASSIFIED FTE	FT-EX W/INS & LV
66	MORTON, CHERYL	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV

67	MOTON, MELINDA	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
68	MYERS, TIMOTHY	KC40	TRADES SPECIALIST IV	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
69	NORMAN, TERICE	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
70	PARKS, CLARISSA	AD01	FISCAL TECHNICIAN I	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
71	PATRICK, GLENDA	KA05	BUILDING/GROUNDS SPEC I	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
72	PATTERSON, SHANNON	UB05	SPECIAL EDUCATION TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
73	PRATT, RUBY	CB30	TEACHER ASSISTANT	37.50000	CLASS FTE-DEF PAY	FT-NE W/INS & LV
74	PRICE, MILLY	UZ01	NON REGULATORY	37.50000	TEMPORARY	FT-NE W/O INS & LV
75	PRINCE, TERRI	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
76	QUARLES, MARIO	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
77	REID, ASHLIN	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
78	RICHEY, TAMI	EA30	REGISTERED NURSE II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
79	ROMINES, AMI	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
80	ROSE, ANNA	UZ01	NON REGULATORY	27.50000	TEMPORARY	FT-NE W/O INS & LV
81	ROSE, JONATHAN	UB07	PRINCIPAL	37.50000	UNCLASSIFIED FTE	FT-EX W/INS & LV
82	ROUNDTREE, ROBERT	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
83	SEARLES, SABRINA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
84	SMITH, JAMESETTA	UZ01	NON REGULATORY	40.00000	TEMPORARY	PT-NE W/O INS & LV
85	STARLING, COLEEN	AH30	PROGRAM ASSISTANT	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
86	THOMPSON, GWENDOLYN	AD25	ACCOUNTANT/FISCAL ANALYST III	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
87	THOMSON, CRYSTAL	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
88	TRAPP, JEROME	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
89	TUTT, TOMEKO	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
90	WALKER, FRANK	KD15	MECHANIC III	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
91	WARDLAW, DANIEL	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
92	WARREN, CHELSEY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
93	WEBB, DANNY	UA01	AGENCY HEAD	37.50000	AGENCY HEAD (AHSC)	SUPERINTENDENT
94	WIDEMAN, MARCIA	EC50	RECREATION SPECIALIST III	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
95	WIDEMAN, ROBERT	KA05	BUILDING/GROUNDS SPEC I	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
96	WIGFALL, THEODORE	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
97	WILLIAMS PINCKNEY, CHERYL	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
98	WILSON, GERMANI	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
99	WINES, TIMOTHY	AH40	PROGRAM COORDINATOR II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
100	WRIGHT, WILLIAM	UZ01	NON REGULATORY	40.00000	TEMPORARY	FT-NE W/O INS & LV
101	YOUNG, INA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV

102	YOUNG, LISA	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
103	YOUNG, ZEBULON	AG15	HUMAN RESOURCE MANAGER II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV

**TEMP EES**

85 FTEs

18 Temps

Authorized 106 FTEs by the Executive Budget Office

<b>Students Enrolled (provided by Agency Admissions)</b>
64

\* Report generated from SCEIS BEX Analyzer 7-3 (RH039F: ZHR\_ZPA\_C01A\_Q)39F)

John de la Howe School  
Students Served

Number	Student's First Name	Last Initial	Home County	Number	Student's First Name	Last Initial	Home County	Number	Student's First Name	Last Initial	Home County
November 2015											
1	Jordan	W	Charleston	30	Keshawn	C	Aiken	59	Noah	F	Abbeville
2	Jalen	G	Greenville	31	Keirstin	W	Spartanburg	60	William	B	Abbeville
3	Andre	S	Richland	32	Honter	O	McCormick	61	Mikala	S	Abbeville
4	Dyamond	J	Darlington	33	Haylie	K	Anderson	62	Leonard	A	Abbeville
5	Javin	W	Charleston	34	Destiny	D	Beaufort	63	Akeylah	B	Abbeville
6	Markevious	R	Laurens	35	Dymond	G	Charleston	64	Ariana	T	Abbeville
7	Kaleb	M	Anderson	36	Olivia	W	Beaufort				
8	Izaha	H	York	37	Alaysia	R	Beaufort				
9	Dakeim	B	Sumter	38	Blair	R	Anderson				
10	Jon	T	Oconee	39	Wilhelmina	K	Dorchester				
11	Gabriel	J	Lexington	40	Joana	C	Lexington				
12	Tykell	J	Kershaw	41	Baylee	W	Aiken				
13	Niger	D	Beaufort	42	Lauren	T	Jasper				
14	Traveon	B	Darlington	43	Devon	S	McCormick				
15	Jakyrick	H	Bamberg	44	Daveon	B	Greenwood				
16	Andrew	G	Anderson	45	Frank	H	Aiken				
17	Terrance	T	Aiken	46	Brent	Y	Florence				
18	Jared	T	Anderson	47	Arthur	E	Richland				
19	Jaekwon	K	Beaufort	48	James	P	Lexington				
20	Darius	D	Darlington	49	Donovan	P	Richland				
21	Marshall	T	Oconee	50	Immanuel	M	Richland				
22	Raekwon	P	Jasper	51	Ezekiel	H	Charleston				
23	Joshua	T	Dillon	52	Parker	C	Charleston				
24	DeAundry	J	Darlington	53	Trayvon	C	Aiken				
25	Larry	S	Bamberg	54	Amos	W	Richland				
26	Cameron	B	Greenville	55	Colen	S	Lexington				
27	Joseph	S	Spartanburg	56	Frederick	P	Aiken				
28	Khalil	M	Spartanburg	57	Jeremiah	D	Lexington				
29	Harlee	R	Darlington	58	Ryan	A	Charleston				

**RH039F, Employee Demographics and Position Information (ZHR\_ZPA\_C01A\_Q039F)**

**APR 2016**

	<b>Name (Sortable)</b>	<b>Job Class Code</b>	<b>Job Class Title</b>	<b>Position Hrs/Week</b>		
1	ABNEY, DAVID	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
2	ADAMS, NALYSHA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
3	ANDERSON, BRENDA	UZ01	NON REGULATORY	40.00000	TEMPORARY	PT-NE W/O INS & LV
4	ANDERSON, CHICQUETTA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
5	ANDERSON, SELYNTO	UZ01	NON REGULATORY	24.00000	TEMPORARY	PT-NE W/O INS & LV
6	ANSLEY, JASON	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
7	AUSTIN, MICHAEL	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
8	BARTEE, CHARLES	UZ01	NON REGULATORY	24.00000	TEMPORARY	PT-NE W/O INS & LV
9	BEARDEN, JANET	UZ01	NON REGULATORY	24.00000	TEMPORARY	PT-NE W/O INS & LV
10	BENNETT, MAMIE	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
11	BILAL, LYNETTE	UZ01	NON REGULATORY	40.00000	TEMPORARY	PT-NE W/O INS & LV
12	BLAKELY, GEORGIA	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
13	BOPPISSETTY, SHARATH	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
14	BOWERS, RANDOLPH	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
15	BOWERS, RUDOLPH	KC60	TRADES MANAGER	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
16	BOYD, SHERRY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
17	BRANYON, STEPHEN	AH40	PROGRAM COORDINATOR II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
18	BRISCO, KATHY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
19	BROWN, DONDI	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
20	BROWN, MINNIE	KB40	NUTRITIONIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
21	CANNADY, WILLIE	KC40	TRADES SPECIALIST IV	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
22	CHILE, SHEILA	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
23	CLARK, MARY	UZ01	NON REGULATORY	24.00000	TEMPORARY	PT-NE W/O INS & LV
24	DANIELS, DEBORAH	AG05	HUMAN RESOURCES SPECIALIST	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
25	DEAN, KIMBERLEY	AM65	IT CONSULTANT I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
26	DIBENEDETTO, ANTHONY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
27	DORN, OSCAR	UB02	CERTIFIED TEACHER	37.50000	UNCLASSIFIED FTE	FT-EX W/INS & LV
28	DORN, SHARON	UZ01	NON REGULATORY	15.00000	TEMPORARY	PT-NE W/O INS & LV
29	EAST, GEORGIA	UZ01	NON REGULATORY	37.50000	TEMPORARY	FT-NE W/O INS & LV
30	EVANS, CHERYL	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
31	FAUST, VIOLA	AH45	PROGRAM MANAGER I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV

32	FRANKLIN, JAMES	UZ01	NON REGULATORY	37.50000	TEMPORARY	FT-NE W/O INS & LV
33	FREEMAN, DONOVAN	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
34	FREEMAN, NADINE	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
35	GABLE, GARY	LA97	FARM FOREMAN II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
36	GABLE, WENDY	AA75	ADMINISTRATIVE ASSISTANT	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
37	GALLOWAY, DORETTA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
38	GARNER, BREANNA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
39	GLISSON, CHRISTOPHER	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
40	HUGHES, KATHERINE	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
41	JACKSON LINTON, KENDRA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
42	JACKSON, JANET	AH40	PROGRAM COORDINATOR II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
43	JENKINS, LAURA	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
44	JENSEN, JEREMY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
45	KELLY, JOYCE	UZ01	NON REGULATORY	24.00000	TEMPORARY	PT-NE W/O INS & LV
46	KERSHAW, SHERRY	UZ01	NON REGULATORY	37.50000	TEMPORARY	FT-NE W/O INS & LV
47	KIMBLE, DERRICK	UZ01	NON REGULATORY	40.00000	TEMPORARY	FT-NE W/O INS & LV
48	LAGROON, VERONICA	UZ01	NON REGULATORY	37.50000	TEMPORARY	FT-NE W/O INS & LV
49	LANE, TIFFANY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
50	LEVERETTE, LATONYA	AH35	PROGRAM COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
51	LEWIS, RICHARD	KC40	TRADES SPECIALIST IV	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
52	MACIALEK, RICHARD	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
53	MARSHALL, NICOLA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
54	MCKINNEY, BETTY	CB30	TEACHER ASSISTANT	37.50000	CLASS FTE-DEF PAY	FT-NE W/INS & LV
55	MCQUEEN HULLINGS, WHITNEY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
56	MCREYNOLDS, JOSHUA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
57	MIMS, SANDRA	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
58	MOORE, THOMAS	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
59	MORTON, CHERYL	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
60	MOTON, MELINDA	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
61	MYERS, TIMOTHY	KC40	TRADES SPECIALIST IV	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
62	NORMAN, TERICE	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
63	PATRICK, GLENDA	KA05	BUILDING/GROUNDS SPEC I	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
64	PATTERSON, SHANNON	UB05	SPECIAL EDUCATION TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
65	PRATT, RUBY	CB30	TEACHER ASSISTANT	37.50000	CLASS FTE-DEF PAY	FT-NE W/INS & LV
66	PRICE, MILLY	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV

67	REID, ASHLIN	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
68	RICHEY, TAMI	EA30	REGISTERED NURSE II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
69	ROMINES, AMI	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
70	ROSE, JONATHAN	UB07	PRINCIPAL	37.50000	UNCLASSIFIED FTE	FT-EX W/INS & LV
71	ROUNDTREE, ROBERT	UB02	CERTIFIED TEACHER	37.50000	UNCLS FTE-DEF PAY	FT-EX W/INS & LV
72	SMITH, JAMESETTA	UZ01	NON REGULATORY	40.00000	TEMPORARY	PT-NE W/O INS & LV
73	TRAPP, JEROME	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
74	TUTT, TOMEKO	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
75	WALKER, FRANK	KD15	MECHANIC III	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
76	WARDLAW, DANIEL	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
77	WARREN, CHELSEY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
78	WEBB, DANNY	UA01	AGENCY HEAD	37.50000	AGENCY HEAD (AHSC)	SUPERINTENDENT
79	WIDEMAN, MARCIA	EC50	RECREATION SPECIALIST III	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
80	WIGFALL, THEODORE	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
81	WILLIAMS PINCKNEY, CHERYL	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
82	WILSON, GERMANI	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
83	WINES, TIMOTHY	AH40	PROGRAM COORDINATOR II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
84	WRIGHT, WILLIAM	UZ01	NON REGULATORY	40.00000	TEMPORARY	FT-NE W/O INS & LV
85	YOUNG, INA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
86	YOUNG, LISA	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
87	YOUNG, ZEBULON	AG15	HUMAN RESOURCE MANAGER II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV

<b>TEMP EES</b>	<b>Students Enrolled (provided by Agency Admissions)</b>	
72 FTEs	76	

15 Temps

Authorized 106 FTEs by the Executive Budget Office

\* Report generated from SCEIS BEX Analyzer 7-3 (RH039F: ZHR\_ZPA\_C01A\_Q)39F)

John de la Howe School  
Students Served

Number	Student's First Name	Last Initial	Home County	Number	Student's First Name	Last Initial	Home County	Number	Student's First Name	Last Initial	Home County
April 2016											
1	Christopher	B	Clarendon	30	Honter	O	McCormick	59	Noah	F	Abbeville
2	DeAnte	B	Abbeville	31	Aubreona	P	Charleston	60	William	B	Abbeville
3	Jalen	G	Greenville	32	Ne'Asia	W	Orangeburg	61	Leonard	A	Abbeville
4	Dayvion	G	Barnwell	33	Olivia	W	Beaufort	62	Sondra	N	Abbeville
5	Kaleb	M	Anderson	34	Keirstin	W	Spartanburg	63	Mikala	S	Abbeville
6	Raekwon	P	Jasper	35	Joana	C	Lexington	64	Joshua	J	Abbeville
7	Andre	S	Richland	36	Wilhelmina	K	Dorchester	65	Bayden	K	Abbeville
8	Jon	T	Oconee	37	Carrie	L	Aiken	66	De'Andrevious	W	Abbeville
9	Jordan	W	Charleston	38	Blair	R	Anderson	67	Akeylah	B	Abbeville
10	Darius	D	Darlington	39	Alaysia	R	Beaufort	68	Charles	P	Abbeville
11	Andrew	G	Anderson	40	Mikala	S	Abbeville	69	Ariana	T	Abbeville
12	Malik	G	Cherokee	41	Nataija	S	Darlington	70	Chris	C	Abbeville
13	Austin	H	Lexington	42	Lauren	T	Jasper	71	Stephen	T	Abbeville
14	Jaekwon	K	Beaufort	43	Daveon	B	Greenwood	72	John	S	Abbeville
15	Charles	S	Lexington	44	Arthur	E	Richland	73	Matthew	C	Abbeville
16	Jared	T	Anderson	45	Frank	H	Aiken	74	Tyrell	H	Abbeville
17	Terrence	T	Aiken	46	Immanuel	M	Richland	75	Zikera	S	Abbeville
18	Wayne	T	Oconee	47	Devon	S	McCormick	76	Emilegh	R	Abbeville
19	Darius	B	Darlington	48	Thatus	W	Greenwood				
20	I'sione	D	Richland	49	Brent	Y	Florence				
21	Cornell	H	Richland	50	Ryan	A	Charleston				
22	DeAundrey	J	Darlington	51	Parker	C	Charleston				
23	Derrick	L	Sumter	52	Jeremiah	D	Lexington				
24	Markevious	R	Laurens	53	Christopher	F	Aiken				
25	Harlee	R	Darlington	54	Ezekiel	H	Charleston				
26	Larry	S	Bamberg	55	Frederick	P	Aiken				
27	Keshawn	C	Aiken	56	Frederick	C	Richland				
28	Kiara	B	Dorchester	57	David	O	Abbeville				
29	Destiny	D	Beaufort	58	Stephanie	G	Abbeville				

**RH039F, Employee Demographics and Position Information (ZHR\_ZPA\_C01A\_Q039F)**

**JAN 2017**

	<b>Name (Sortable)</b>	<b>Job Class Code</b>	<b>Job Class Title</b>	<b>Position Hrs/Week</b>		
1	ABNEY, DAVID	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
2	ANDERSON, BRENDA	UZ01	NON REGULATORY	40.00000	TEMPORARY	PT-NE W/O INS & LV
3	ANDERSON, CHICQUETTA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
4	ANDERSON, SELYNTO	UZ01	NON REGULATORY	24.00000	TEMPORARY	PT-NE W/O INS & LV
5	ANSLEY, JASON	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
6	ANTHONY, EMILY	KB25	FOOD SERVICE SPECIALIST V	40.00000	CLASSIFIED FTE	FT-EX W/INS & LV
7	BENNETT, MAMIE	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
8	BILAL, LYNETTE	UZ01	NON REGULATORY	40.00000	TEMPORARY	PT-NE W/O INS & LV
9	BLAKELY, GEORGIA	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
10	BOWERS, RUDOLPH	KC60	TRADES MANAGER	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
11	BOYD, SHERRY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
12	BRANYON, STEPHEN	AH40	PROGRAM COORDINATOR II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
13	BROWN, MINNIE	UZ01	NON REGULATORY	30.00000	TEMPORARY	PT-NE W/O INS & LV
14	CALLAHAM, CHRISTOPHER	KA15	BUILDING/GROUNDS SPEC III	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
15	CANNADY, WILLIE	KC40	TRADES SPECIALIST IV	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
16	CHILE, SHEILA	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
17	COLEMAN, RENSIE	AH45	PROGRAM MANAGER I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
18	DANIELS, DEBORAH	AG05	HUMAN RESOURCES SPECIALIST	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
19	DEAN, KIMBERLEY	AM65	IT CONSULTANT I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
20	DIBENEDETTO, ANTHONY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
21	DORN, OSCAR	UZ01	NON REGULATORY	40.00000	TEMPORARY	PT-NE W/O INS & LV
22	DORN, SHARON	UZ01	NON REGULATORY	15.00000	TEMPORARY	PT-NE W/O INS & LV
23	EHMKE, JERRY	UZ01	NON REGULATORY	37.50000	TEMPORARY	PT-NE W/O INS & LV
24	FRANKLIN, JAMES	UZ01	NON REGULATORY	37.50000	TEMPORARY	PT-NE W/O INS & LV
25	FREEMAN, BEVERLY	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
26	FREEMAN, DONOVAN	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
27	FREEMAN, NADINE	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
28	GABLE, GARY	LA97	FARM FOREMAN II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
29	GALLOWAY, DORETTA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
30	GARNER, BREANNA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
31	HAYES, KRISTY	GA30	HUMAN SERVICES SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV

32	HOLLIDAY, TRAVIS	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
33	JACKSON LINTON, KENDRA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
34	JACKSON, JANET	AH40	PROGRAM COORDINATOR II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
35	JENKINS, LAURA	UZ01	NON REGULATORY	37.50000	TEMPORARY	PT-NE W/O INS & LV
36	JENSEN, JEREMY	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
37	LANE, TIFFANY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
38	LEVERETTE, LATONYA	AH35	PROGRAM COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
39	LEWIS, RICHARD	KC40	TRADES SPECIALIST IV	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
40	LOGAN BROWN, TELEATHIA	AH30	PROGRAM ASSISTANT	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
41	LOGIUDICE, KATHLEEN	UZ01	NON REGULATORY	40.00000	TEMPORARY	PT-NE W/O INS & LV
42	MACIALEK, RICHARD	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
43	MARSHALL, NICOLA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
44	MCQUEEN HULLINGS, WHITNEY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
45	MEDLOCK, PEGGY	AC20	PROCUREMENT SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
46	MIMS, SANDRA	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
47	MORTON, CHERYL	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
48	MYERS, TIMOTHY	KC40	TRADES SPECIALIST IV	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
49	PARKS, CLARISSA	UZ01	NON REGULATORY	10.00000	TEMPORARY	PT-NE W/O INS & LV
50	RICHEY, TAMI	EA30	REGISTERED NURSE II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
51	ROMINES, AMI	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
52	SMITH, JAMESETTA	UZ01	NON REGULATORY	40.00000	TEMPORARY	PT-NE W/O INS & LV
53	TUTT, TOMOKO	GA50	HUMAN SERVICES COORDINATOR I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
54	WALKER, FRANK	KD15	MECHANIC III	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
55	WARDLAW, DANIEL	AH45	PROGRAM MANAGER I	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV
56	WARREN, CHELSEY	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
57	WEBB, DANNY	UA01	AGENCY HEAD	37.50000	AGENCY HEAD (AHSC)	SUPERINTENDENT
58	WIDEMAN, MARCIA	EC50	RECREATION SPECIALIST III	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
59	WIGFALL, THEODORE	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
60	WILLIAMS PINCKNEY, CHERYL	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	CLASSIFIED FTE	FT-NE W/INS & LV
61	WILSON, GERMANI	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
62	WINES, TIMOTHY	UZ01	NON REGULATORY	20.00000	TEMPORARY	PT-NE W/O INS & LV
63	YOUNG, INA	GA40	HUMAN SERVICES SPECIALIST II	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
64	YOUNG, LISA	KB05	FOOD SERVICE SPECIALIST I	40.00000	CLASSIFIED FTE	FT-NE W/INS & LV
65	YOUNG, ZEBULON	AG15	HUMAN RESOURCE MANAGER II	37.50000	CLASSIFIED FTE	FT-EX W/INS & LV

**TEMP EES**

52 FTEs

13 Temps

Authorized 106 FTEs by the Executive Budget Office

\* Report generated from SCEIS BEX Analyzer 7-3 (RH039F: ZHR\_ZPA\_C01A\_Q)39F)

Students Enrolled (provided by Agency Admissions)
35

John de la Howe School  
Students Served

Number	Student's First Name	Last Initial	Home County	Number	Student's First Name	Last Initial	Home County
January 2017							
1	Arkim	G	Bamberg	19	Joana	C	Lexington
2	James	L	Richland	20	Ni'Kara	C	Darlington
3	Jay'lyn	J	Orangeburg	21	Rajae	C	Charleston
4	Jaekwon	K	Beaufort	22	Aaliya	G	Kershaw
5	Franklin	M	Lexington	23	Wilhelmina	K	Dorchester
6	Henry	M	Aiken	24	Denai	L	Charleston
7	Rashawn	S	Richland	25	Carrie	L	Aiken
8	Douglas	Z	Greenville	26	Na'Asia	W	Orangeburg
9	South	D	Lexington	27	Justin	A	Fairfield
10	Jonathan	F	Berkeley	28	William	B	Berkeley
11	Malik	G	Cherokee	29	Frederick	C	Richland
12	John	J	Anderson	30	Jeremiah	D	Lexington
13	John'Quavious	K	York	31	Immanuel	M	Richland
14	Mikai	M	Richland	32	Harlee	R	Darlington
15	Kyree	T	Florence	33	Jackson	R	Edgefield
16	Chandler	W	Florence	34	Devon	S	McCormick
17	Ranji	W	Anderson	35	Thatus	W	Greenwood
18	Denise	A	Charleston				

# **L. HR Employee Demographics Report**

RH039F\_Employee Demographics and Position Information JUL 2017

	Name (Sortable)	Ethnic Origin	Job Class Code	Job Class Title	Position Hrs/Week	Agency Hire Date	Pay Grade Area
1	ABNEY, DAVID	Black/African American	GA40	HUMAN SERVICES SPECIALIST II	40.00000	11/19/2012	BANDED
2	ANDERSON, BRENDA	Black/African American	UZ01	NON REGULATORY	28.00000	7/18/2017	TEMPORARY
3	ANDERSON, CHICQUETTA	Black/African American	GA40	HUMAN SERVICES SPECIALIST II	40.00000	11/6/2015	BANDED
4	ANTHONY, EMILY	Black/African American	KB25	FOOD SERVICE SPECIALIST V	40.00000	9/19/2016	BANDED
5	BILAL, LYNETTE	Black/African American	UZ01	NON REGULATORY	24.00000	9/29/2016	TEMPORARY
6	BLAKELY, GEORGIA	Black/African American	GA50	HUMAN SERVICES COORDINATOR I	37.50000	4/2/1990	BANDED
7	BOWERS, RUDOLPH	Black/African American	KC60	TRADES MANAGER	37.50000	11/19/2012	BANDED
8	BOYD, SHERRY	Black/African American	GA40	HUMAN SERVICES SPECIALIST II	40.00000	11/8/2013	BANDED
9	BRANYON, STEPHEN	White	AH40	PROGRAM COORDINATOR II	37.50000	6/25/2013	BANDED
10	CALLAHAM, CHRISTOPHER	Black/African American	KA15	BUILDING/GROUNDS SPEC III	37.50000	8/2/2016	BANDED
11	CANNADY, WILLIE	Black/African American	KC40	TRADES SPECIALIST IV	37.50000	7/29/2013	BANDED
12	CHILE, SHEILA	Black/African American	GA50	HUMAN SERVICES COORDINATOR I	37.50000	6/2/2015	BANDED
13	COLEMAN, RENSIE	Black/African American	AH45	PROGRAM MANAGER I	37.50000	9/19/2016	BANDED
14	DANIELS, DEBORAH	White	AG05	HUMAN RESOURCES SPECIALIST	37.50000	10/4/1993	BANDED
15	DEAN, KIMBERLEY	Black/African American	AM65	IT CONSULTANT I	37.50000	7/31/2014	BANDED
16	DIBENEDETTO, ANTHONY	White	GA40	HUMAN SERVICES SPECIALIST II	40.00000	9/17/2014	BANDED
17	DORN, OSCAR	White	LA95	FARM FOREMAN I	37.50000	7/6/2017	BANDED
18	EHMKE, JERRY	White	UZ01	NON REGULATORY	20.00000	7/24/2017	TEMPORARY
19	FRANKLIN, JAMES	Black/African American	UA01	AGENCY HEAD	37.50000	7/1/2017	AGENCY HEAD(AHSC)
20	FREEMAN, BEVERLY	Black/African American	KB05	FOOD SERVICE SPECIALIST I	40.00000	10/3/2016	BANDED
21	FREEMAN, DONOVAN	Black/African American	GA40	HUMAN SERVICES SPECIALIST II	40.00000	2/17/2010	BANDED
22	FREEMAN, NADINE	Black/African American	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	9/12/2013	BANDED
23	GABLE, GARY	White	LA97	FARM FOREMAN II	37.50000	11/20/1989	BANDED
24	GALLOWAY, DORETTA	Black/African American	GA40	HUMAN SERVICES SPECIALIST II	40.00000	1/28/2014	BANDED
25	GARRETT, RONITA	Black/African American	GA40	HUMAN SERVICES SPECIALIST II	40.00000	7/2/2017	BANDED
26	HAYES, KRISTY	White	GA30	HUMAN SERVICES SPECIALIST I	40.00000	8/29/2016	BANDED
27	JACKSON LINTON, KENDRA	Black/African American	GA40	HUMAN SERVICES SPECIALIST II	40.00000	10/26/2015	BANDED
28	JACKSON, JANET	Black/African American	AH40	PROGRAM COORDINATOR II	37.50000	2/22/2005	BANDED
29	JENSEN, JEREMY	White	GA50	HUMAN SERVICES COORDINATOR I	37.50000	2/4/2014	BANDED
30	JONES, JOSHUA	Two or More Races	GA40	HUMAN SERVICES SPECIALIST II	40.00000	4/24/2017	BANDED
31	LEVERETTE, LATONYA	Black/African American	AH35	PROGRAM COORDINATOR I	37.50000	7/16/2013	BANDED
32	LEWIS, RICHARD	White	KC40	TRADES SPECIALIST IV	37.50000	9/14/2015	BANDED

33	LOGAN BROWN, TELEATHIA	Black/African American	AH30	PROGRAM ASSISTANT	37.50000	8/8/2016	BANDED
34	LOGIUDICE, KATHLEEN	White	UZ01	NON REGULATORY	20.00000	7/20/2017	TEMPORARY
35	MARSHALL, NICOLA	Black/African American	GA40	HUMAN SERVICES SPECIALIST II	40.00000	4/25/2011	BANDED
36	MCKIE, LATOYA	Black/African American	GA40	HUMAN SERVICES SPECIALIST II	40.00000	7/24/2017	BANDED
37	MEDLOCK, PEGGY	White	AC20	PROCUREMENT SPECIALIST II	37.50000	4/17/2015	BANDED
38	MIMS, SANDRA	Black/African American	KB05	FOOD SERVICE SPECIALIST I	40.00000	8/26/2015	BANDED
39	MORTON, CHERYL	Black/African American	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	4/23/2015	BANDED
40	MYERS, TIMOTHY	White	KC40	TRADES SPECIALIST IV	37.50000	4/10/1995	BANDED
41	RICHEY, TAMI	White	UZ01	NON REGULATORY	20.00000	6/10/2017	TEMPORARY
42	ROMINES, AMI	White	GA40	HUMAN SERVICES SPECIALIST II	40.00000	9/6/2011	BANDED
43	ROSE, JONATHAN	Black/African American	UB07	PRINCIPAL	37.50000	7/6/2017	UNCLASSIFIED
44	SMITH, JAMESSETTA	Black/African American	UZ01	NON REGULATORY	24.00000	8/1/2016	TEMPORARY
45	TUTT, TOMEKO	Black/African American	GA50	HUMAN SERVICES COORDINATOR I	37.50000	6/3/2013	BANDED
46	WALKER, FRANK	White	KD15	MECHANIC III	37.50000	2/1/1999	BANDED
47	WARDLAW, DANIEL	White	AH45	PROGRAM MANAGER I	37.50000	8/7/2013	BANDED
48	WIDEMAN, MARCIA	Black/African American	EC50	RECREATION SPECIALIST III	40.00000	7/2/2015	BANDED
49	WIGFALL, THEODORE	Black/African American	GA40	HUMAN SERVICES SPECIALIST II	40.00000	9/29/2008	BANDED
50	WILKIE, HOWARD	White	UZ01	NON REGULATORY	28.00000	6/26/2017	TEMPORARY
51	WILKIE, JAMES	White	UZ01	NON REGULATORY	28.00000	6/26/2017	TEMPORARY
52	WILLIAMS PINCKNEY, CHERYL	Black/African American	AA50	ADMINISTRATIVE SPECIALIST II	37.50000	10/8/2013	BANDED
53	WILSON, GERMANI	Black/African American	GA40	HUMAN SERVICES SPECIALIST II	40.00000	3/13/2006	BANDED
54	YOUNG, INA	Black/African American	GA40	HUMAN SERVICES SPECIALIST II	40.00000	4/7/2008	BANDED
55	YOUNG, LISA	White	KB05	FOOD SERVICE SPECIALIST I	40.00000	10/17/2012	BANDED
56	YOUNG, ZEBULON	Black/African American	AG15	HUMAN RESOURCE MANAGER II	37.50000	5/14/2013	BANDED

FTE                    48  
PT/Temps            8

### Agency- FTE Management Report (Internal)

L 120 - JOHN DE LA HOWE SCHOOL

JUL 2017

SEP 26, 2017 12:31 PM

Name (Sortable)	Job Class Code	Job Class Title		Residential	Wilderness	Behavior Health	Student and Fam.Svcs	PP/ Maintenance	Food Service	Administration	Finance & Business	Farm Operations	Total Temps.
ABNEY, DAVID	GA40	HUMAN SERVICES SPECIALIST II	FT-NE W/INS & LV	10	5	3	8	6	4	6	4	2	8
ANDERSON, CHICQUETTA	GA40	HUMAN SERVICES SPECIALIST II	FT-NE W/INS & LV										
ANTHONY, EMILY	KB25	FOOD SERVICE SPECIALIST V	FT-EX W/INS & LV										
BLAKELY, GEORGIA	GA50	HUMAN SERVICES COORDINATOR I	FT-EX W/INS & LV										
BOWERS, RUDOLPH	KC60	TRADES MANAGER	FT-EX W/INS & LV										
BOYD, SHERRY	GA40	HUMAN SERVICES SPECIALIST II	FT-NE W/INS & LV										
BRANYON, STEPHEN	AH40	PROGRAM COORDINATOR II	FT-EX W/INS & LV										
CALLAHAN, CHRISTOPHER	KA15	BUILDING/GROUNDS SPEC III	FT-NE W/INS & LV										
CANNADY, WILLIE	KC40	TRADES SPECIALIST IV	FT-NE W/INS & LV										
CHILE, SHEILA	GA50	HUMAN SERVICES COORDINATOR I	FT-EX W/INS & LV										
COLEMAN, RENSIE	AH45	PROGRAM MANAGER I	FT-EX W/INS & LV										
DANIELS, DEBORAH	AG05	HUMAN RESOURCES SPECIALIST	FT-NE W/INS & LV										
DEAN, KIMBERLEY	AM65	IT CONSULTANT I	FT-EX W/INS & LV										
DIBENEDETTO, ANTHONY	GA40	HUMAN SERVICES SPECIALIST II	FT-NE W/INS & LV										
DORN, OSCAR	LA95	FARM FOREMAN I	FT-NE W/INS & LV										
FRANKLIN, JAMES	UA01	AGENCY HEAD	SUPERINTENDENT										
FREEMAN, BEVERLY	KB05	FOOD SERVICE SPECIALIST I	FT-NE W/INS & LV										
FREEMAN, DONOVAN	GA40	HUMAN SERVICES SPECIALIST II	FT-NE W/INS & LV										
FREEMAN, NADINE	AA50	ADMINISTRATIVE SPECIALIST II	FT-NE W/INS & LV										
GABLE, GARY	LA97	FARM FOREMAN II	FT-NE W/INS & LV										
GALLOWAY, DORETTA	GA40	HUMAN SERVICES SPECIALIST II	FT-NE W/INS & LV										
GARRETT, RONITA	GA40	HUMAN SERVICES SPECIALIST II	FT-NE W/INS & LV										
HAYES, KRISTY	GA30	HUMAN SERVICES SPECIALIST I	FT-NE W/INS & LV										
JACKSON LINTON, KENDRA	GA40	HUMAN SERVICES SPECIALIST II	FT-NE W/INS & LV										
JACKSON, JANET	AH40	PROGRAM COORDINATOR II	FT-EX W/INS & LV										
JENSEN, JEREMY	GA50	HUMAN SERVICES COORDINATOR I	FT-EX W/INS & LV										
JONES, JOSHUA	GA40	HUMAN SERVICES SPECIALIST II	FT-NE W/INS & LV										
LEVERETTE, LATONYA	AH35	PROGRAM COORDINATOR I	FT-EX W/INS & LV										
LEWIS, RICHARD	KC40	TRADES SPECIALIST IV	FT-NE W/INS & LV										
LOGAN BROWN, TELEATHIA	AH30	PROGRAM ASSISTANT	FT-NE W/INS & LV										
MARSHALL, NICOLA	GA40	HUMAN SERVICES SPECIALIST II	FT-NE W/INS & LV										
MCKIE, LATOYA	GA40	HUMAN SERVICES SPECIALIST II	FT-NE W/INS & LV										
MEDLOCK, PEGGY	AC20	PROCUREMENT SPECIALIST II	FT-NE W/INS & LV										
MIMS, SANDRA	KB05	FOOD SERVICE SPECIALIST I	FT-NE W/INS & LV										
MORTON, CHERYL	AA50	ADMINISTRATIVE SPECIALIST II	FT-NE W/INS & LV										
MYERS, TIMOTHY	KC40	TRADES SPECIALIST IV	FT-NE W/INS & LV										
ROMINES, AMI	GA40	HUMAN SERVICES SPECIALIST II	FT-NE W/INS & LV										
ROSE, JONATHAN	UB07	PRINCIPAL	FT-EX W/INS & LV										
TUTT, TOMEKO	GA50	HUMAN SERVICES COORDINATOR I	FT-EX W/INS & LV										
WALKER, FRANK	KD15	MECHANIC III	FT-NE W/INS & LV										
WARDLAW, DANIEL	AH45	PROGRAM MANAGER I	FT-EX W/INS & LV										
WIDEMAN, MARCIA	EC50	RECREATION SPECIALIST III	FT-NE W/INS & LV										

Direct Care Staff

Supportive Services Staff

WIGFALL, THEODORE	GA40	HUMAN SERVICES SPECIALIST II	FT-NE W/INS & LV
WILLIAMS PINCKNEY, CHERYL	AA50	ADMINISTRATIVE SPECIALIST II	FT-NE W/INS & LV
WILSON, GERMANI	GA40	HUMAN SERVICES SPECIALIST II	FT-NE W/INS & LV
YOUNG, INA	GA40	HUMAN SERVICES SPECIALIST II	FT-NE W/INS & LV
YOUNG, LISA	KB05	FOOD SERVICE SPECIALIST I	FT-NE W/INS & LV
YOUNG, ZEBULON	AG15	HUMAN RESOURCE MANAGER II	FT-EX W/INS & LV

**TEMPORARY POSITIONS**

ANDERSON, BRENDA	UZ01	NON REGULATORY	PT-NE W/O INS & LV
BILAL, LYNETTE	UZ01	NON REGULATORY	PT-NE W/O INS & LV
EHMKE, JERRY	UZ01	NON REGULATORY	PT-NE W/O INS & LV
LOGIUDICE, KATHLEEN	UZ01	NON REGULATORY	PT-NE W/O INS & LV
RICHEY, TAMI	UZ01	NON REGULATORY	PT-NE W/O INS & LV
SMITH, JAMESETTA	UZ01	NON REGULATORY	PT-NE W/O INS & LV
WILKIE, HOWARD	UZ01	NON REGULATORY	PT-NE W/O INS & LV
WILKIE, JAMES	UZ01	NON REGULATORY	PT-NE W/O INS & LV

# **M. Agency Onboarding Toolkit**

# ONBOARDING

A Business Essential



JOHN  
DE LA  
HOWE  
SCHOOL

Zebulon D. Young, Ph.D, DWCP-ES, GCDF  
Director, Human Resource Services

*December 2014*



## ONBOARDING John de la Howe School

Onboarding new talent must be a priority for every organization. A toolkit is provided to assist the John de la Howe School in onboarding new professionals. There are three sections to this toolkit for your consideration and implementation:

- Human Resources Guide
- Manager Guide
- New Employee Guide

The statistics provided demonstrate the need for a defined onboarding process.

- ❖ 25% of Fortune 500 managers change jobs each year
- ❖ 6.2 months is the breakeven point for new managers
- ❖ 22% of staff turnover occurs in the first forty-five days of employment
- ❖ 46% of rookies wash out in their first 18 months; identified in a study of 20,000 new hired employees
- ❖ New employees who went through a structured onboarding program were 58% more likely to be with their organization after three years
- ❖ Many companies leave onboarding to chance, and as a result experience failure rates in excess of 50% when it comes to retaining new talent.
- ❖ The cost of losing an employee in the first year is estimated to be at least three times their salary.



## What Is Onboarding?

Onboarding is more than just the process of completing HR paperwork on the new professional's first day of employment. It is a support process designed to manage a variety of tasks and requirements initiated once a new hire has accepted a position and ending after the employee has become completely acclimated to their new position.

The onboarding process is divided into four specific periods:

- Pre-hire
- 1 to 30 days
- 31 to 60 days
- 61 days to one year

Done correctly, onboarding makes a positive impression on a new employee. An ad-hoc or thrown-together program will make the employee feel like they've just joined a second-rate organization.

It's also the best way to get your newly-hired talent up to speed quickly with the policies, procedures, culture, expectations, and day-to-day responsibilities of your department and division. The on-boarding process helps newcomers feel welcomed and excited, confirming their decision to join our organization and your department. The faster this happens, the faster they will be able to successfully contribute to your department's success.

***A successful and effective onboarding process can improve employee retention and reduce turnover. It will support new professionals, helping them to become productive much quicker. Additionally, it helps the new professional feel that they are an important part of your team.***

Following are some principles of onboarding:

1. **Onboarding is a process, not an event.** It is ongoing. It starts before the new staff member arrives and continues through the first year of employment and sometimes beyond. Onboarding can be overwhelming for new staff members, even those with experience. Keep close contact to make sure things are going well.
2. **Onboarding is a team effort.** Get buy-in and involvement from all members of your team. Use the "Buddy" program. Remember that the new staff member also has a role and responsibility in making the onboarding a success. Partner with Human Resources.

3. Onboarding is planned and structured. Time invested up front in planning onboarding activities will develop your new employee faster. The plan should be consistent and reproducible for all new staff members. Remember to mix strategies – observation, presentations, demonstrations, practice – and to be flexible enough to be able to meet individual needs. New staff members will move through the process at different speeds and in different ways.
4. Onboarding is about more than filling a job. Introduce the new staff member to the formal and informal culture, values, and practices of the organization and of the department.



## **HUMAN RESOURCE'S ONBOARDING**

*A successful and effective onboarding process can improve employee retention and reduce turnover. It will support new professionals, helping them to become productive much quicker. Additionally, it helps the new professional feel that they are an important*

Human Resources' responsibility in the onboarding process is indicated on the HR Checklist and First Day Agenda.

HR's role is mostly one of coordination and facilitation of the onboarding process from start to finish, along with participating in first day activities.



# **Recruiting. Screening. Hiring.**

# Human Resources Checklist

## Pre-Hire Eligibility

- Incomplete Packet from Supervisor
  - o Return with Coversheet
- Complete Packet from Supervisor
  - o Verify candidate eligibility
  - o Verify NEOGOV entries
  - o Position Description
  - o Planning Document
- SLED
- SLED Catch Eval. (if applicable)
- Central Registry
- Sex Offender Registry
- Drug Screen

## Pre-Hire Activities

- Equivalency Required
  - o No Yes
- OHR Salary Approval Required
  - o No Yes
- Prepare Funding Document
- Prepare Offer Letter
  - o Probationary; Trial; Non Covered
- Extend Telephonic Offer
- E-mail Offer Letter and Welcome
  - o Copy Hiring Supervisor
- Notification to IT (network, e-mail, voice mail, long distance access), Nurse, Maintenance, Development
- Movement Between Agencies Required
  - o No Yes
- Verify Supervisor Follows Pre-Hire Requirements

## Post Hire Eligibility Verification

- TB Screening (DHEC 1420; No GP)
- Agency Medical Clearance (No GP)
- Education Verification Document
- Professional Certification (if applicable)
- Valid Driver's License
- I-9 Document/s
- 3 year driving record
- SC New Hire Reporting
  - o [www.scnewhire.com](http://www.scnewhire.com)
- E-Verify Result

## HR Orientation

- Professional Completes Forms
- Professional Views Agency Orientation\*
- Professional Receives "Let's Get Acquainted Packet"
  - o Onboarding Guide
  - o Agency Newsletter
  - o History
  - o Mission, Vision, Values, and Beliefs
  - o Organization Chart
  - o Agency Phone Listing
  - o Insurance Benefits Guide
  - o Deferred Compensation Brochure
  - o Brochure of SCEIS Links\*

## Benefits Education

- View New Hire Benefits Orientation
- View SCRS, It's Your Choice Video



### **Benefits Enrollment**

- EIP Summary of Enrollment
- Tobacco Certification
- Dependent Supporting Documents
- MoneyPlus Refusal Form if appl.
- Retirement Enrollment Forms
- Initial COBRA Notification
- ACA Notification
- Retiree Returned to Work (Adjust State Service and Leave Accrual Dates; Key RTW date in EES; offer option to return to active benefits; have retiree complete active benefits refusal form if required)

### **MySCEmployee**

- View ES100 (all)
- View ES101 (all)
- View MS 100 (supervisors only)

### **HR Actions**

- Key Hire into SCEIS  
Verify SCRS Codes, EPMS Dates,  
OT Compensation Code
- Add to Org Chart
- Add to Phone List
- Provide Photo ID Badge

### **Transfers and Retirees**

- Check ITs 169 and 014 and end any recurring deductions; they carry forward
- Transfers from State Agencies (Adjust State Service Date and Leave accrual Date; verify overtime is not authorized in SCEIS-transfers with movement between agencies)
- School Transfer (Adjust Leave Accrual Date)

### **Training Presentations**

- Anti-Harassment
- Mandatory Reporting
- Jason Flatt Act



## Sample Welcome and Offer Letter

Date

John Doe  
123 ABC Drive  
McCormick, SC 29835

Dear Mr. Doe:

On behalf of the John de la Howe School, I am pleased to extend an offer of employment for the position of **[Input Position]** with a start date of **[Month, Day, Year]**. Your State classification code, title, and pay band (PB) are **[AA00, State Job Classification, PB #]**. Your per pay period salary is \$00.00 which is equivalent to an annual salary of \$00,000.

As a condition of this employment offer, you are required to maintain a valid driver's license. Also, the work schedule to which you are assigned in connection with this employment offer is subject to change at the discretion of the John de la Howe School.

Please report to Human Resources located in the Administration building, on **[Month, Date] at 9:00 a.m.** for processing. Please bring with you at that time documents to prove your identity and your right to work in the United States; the most commonly presented documents are a valid driver's license and social security card. However, you may present any List A document or a combination of a List B and List C document indicated on page 9 of the enclosed Form I-9. Please also bring with you a Department of Motor Vehicles, 3 year driving record, Certificate of Evaluation for Tuberculosis (DHHC Form 1420) that must be signed by a licensed physician with his/her practice's contact page and a copy of your college transcript.

If you are unable to provide the required documents, a grace period of ten calendar days (except for I9 documents-three days) will be granted. Because the required documents verify your identity, eligibility to work in the United States, and that you meet the qualifications for the position, if after the stated grace period, you are still unable to present the required documents; regrettably, the John de la Howe School will be forced to separate you from employment.

Please be advised that you will be required to undergo an on-site physical examination. Pay dates are the 1<sup>st</sup> and 16<sup>th</sup> of each month. The State pay system is designed with a two week lag; **therefore, your first pay date will be [Month, Date]**. Pay checks are distributed at the work site after 10:00 a.m. on pay dates. Paper checks must be personally picked up by you from the Business Office. You are highly encouraged to establish direct deposit. You may do so using MySCEmployee. A MySCEmployee reference guide, user name, and password will be provided.

Benefit elections must be made within 31 days of your date of hire and a retirement election, within 30 days. If you fail to complete the Notice of Elections for benefits enrollment within 31 days, you will not be able to enroll in benefits unless you experience a special eligibility event or until the month of October each year for Annual Enrollment or every two years for Open Enrollment (Dental) which occurs in odd numbered years. With regard to retirement, if an enrollment form is not completed within 30 days, you will default to the South Carolina Retirement System. If after orientation, you are not prepared to make benefit and/or retirement elections, **it is your responsibility to contact Human Resources to schedule an appointment to complete your benefit and/or retirement enrollment processing.**



Please be advised that per South Carolina State regulation, 19.704.02 (D) 1(a), you will be in probationary status for a period of twelve months. The probationary period is a test period during which the John de la Howe School may terminate the employment relationship. However, we anticipate a productive, Please be advised that per South Carolina State regulation, 19.704.02 (D) 1(a), you will be in probationary status for a period of twelve months. The probationary period is a test period during which the John de la Howe School may terminate the employment relationship. However, we anticipate a productive, enduring, and mutually satisfying employment relationship. We are thrilled that you are joining the John de la Howe family. Welcome!

Should you have questions, please feel free to contact Debbie Daniels at 864-391-0406.

Cordially,

Zebulon D. Young, Ph.D, DWCP-ES, GCDF  
Director, Human Resources Services

Enclosure

C: Program Director

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#### ACCEPTANCE AND ACKNOWLEDGEMENT

I accept the offer of employment and acknowledge receiving a copy of the current employee handbook.

No oral commitments have been made concerning my employment and I understand that I should have no expectation of transitioning to a permanent (full-time equivalent) position.

Signature \_\_\_\_\_

Print Name \_\_\_\_\_

Date \_\_\_\_\_



## Sample First Day Agenda

### New Employee's Info:

Name:

Title:

Location:

Start Date:

### Introduction to Company (HR)

- History
- What We Do
- Mission, Vision, Values and Beliefs
- Organizational Structure

### New Employee Paperwork (HR)

- Form I-9 (copies of two forms of identification attached)
- W-4 Form
- Veteran Status Information Form *if applicable*
- Personal Information Form
- Emergency Contact Information Form
- Employee Annual Physical Memo
- Anything else required by your department*

### Handbook & Key Policies Overview (HR)

- Sexual and Other Unlawful Harassment Policy
- Drug and Alcohol Policy/Substance Abuse Policy
- Confidentiality Statement
- Acceptable Use Policy
- Time Reporting Policy
- Worker's Compensation Paid Leave Policy Acknowledgment
- Cell Phone Policy
- Electronic Communications

### **Benefits Overview (HR)**

- Insurances (Medical, Dental, Vision, Life, Disability)
- 401(K)
- Paid Leave and Holidays

### **Technology(HR and/or Manager)**

- Computer/tablet basics *if applicable*
- Office phones, cell phones, and voicemail basics and setup *if applicable*
- Intranet basics
- Directories basics

### **Tour and Introductions (HR and/or Manager)**

- Employee Photo ID Badge
- Key Staff Introductions

### **Tour of Campus (Manager/Buddy)**

- Lunch Area
- Restrooms
- Work Space
- Parking
- Emergency procedures and exits
- Introductions to co-workers
- Use of copiers and fax machines
- Mail procedures

### **Post-Hire Checklist**

- Call to offer assistance with any questions
- Send information to credit department
- Schedule for orientation
- Add birthday and company anniversary to master calendar

## ***MANAGER'S ONBOARDING TEMPLATE***

A successful and effective onboarding process can improve employee retention and reduce turnover. It will support new professionals, helping them to become productive much quicker. Additionally, it helps the new professional feel that they are an important part of your team.

The manager's section of the onboarding template provides templates for the following:

- Tips for before the employee's first day
- Guidelines for selecting and preparing a buddy
- Manager's checklists
  - Pre-hire
  - First day
  - First 30 days
  - 30 to 60 days
  - 60 to 90 days
  - 90 days to one year
- Check in meeting sample questions
- The onboarding buddy program information form for the buddy
- Buddy checklist
- First day agenda worksheet
- New employee announcement sample

### **Your Role In Onboarding**

Without doubt, the direct supervisor is the most influential person in the onboarding process and is key to the successful integration of new employees into the organization.

It's your role to work side-by-side with your new staff members (along with their Buddy) until they learn the ropes and establish credibility within the organization. Help them thrive during the critical transition period and your efforts will pay off. Finding good employees is too difficult – and too expensive – to let one go without a fight.

Here are some ways you can help your new staff member make a successful transition:

1. Clarify your expectations up front. Even the most detailed job descriptions leave something out. You have to put your expectations in words. Tell each person what you expect of them!
2. Don't assume that qualifications equal success. Just because new staff members are well-qualified doesn't mean they will easily and quickly take to their new roles. Every new staff member will have strengths, but also have opportunities for improvement. Address performance concerns the first time you see them – don't wait to see if it will happen again.
3. Spell out important points about organizational and department goals, culture, and dynamics. Be sure to cover "big picture" topics for the agency and your department: mission, overall strategy, strategic plans, and especially how your department supports the organization's mission.
4. Help each new employee nurture their network. Introduce new employees to their key internal customers. As part of the introduction, talk about client expectations. Have a frank discussion about the individuals who will affect a new employee getting their job done. Emphasize relationships: direct reports, subordinates, major internal customers, organizational leadership, and others. Invite the new staff member to meetings. Success on the job hinges on the ability to form a strong network with coworkers and customers.
5. Be honest about potential pitfalls and past mistakes. Learn from the past; make sure that new employees don't make the common past mistakes in your department.
6. Hold regular "check in" meetings. Every new employee has a "honeymoon period." For some it lasts about six months, for some it's three months, for others it's a year. Keep in close contact with each new staff member in their first year. While you may delegate many aspects of onboarding to others, remember that your role is the primary one – talk with each employee.
7. Make coaching resources available before there is a crisis. Don't wait until a new staff member is in serious trouble before taking action.



## Before The New Employee's First Day

Accepting the offer to join our agency was likely a big decision for your new employee. Once an employee accepts a position, the days or weeks leading up to that first day are critical in building a positive impression and relationship. Use the Pre-Hire Checklist of the Managers Onboarding Template to ensure a smooth transition. You may also want to consider some of the following ideas which will help ensure that the connection you build with your new employee is strong from the start.

1. Set up appointments with individuals that your new hire should meet early on (customers or colleagues within your organization and individuals that they will interact and work with).
2. Set aside time in your calendar to make sure you're available for the first few days and weeks of your new hire's tenure.
3. Create a first-week schedule for new hires so that they have something to do that is meaningful and helps them hit the ground running. The schedule should include a balance of time with others, down time, and time on their own to read orientation materials or complete other orientation-related tasks. Consider including some or all of the following:
  - 1:1 or small group meetings with other team members. During these meetings, team members might describe their work and how it integrates with the work the new team member does.
  - 1:1 meetings with you to discuss job description, performance expectations, appropriate attire, time and leave, etc.
  - Designated times for the new hire to review materials.
  - Meetings with other key colleagues
  - Time alone at their workstation so they can digest all of the new information and make notes about what they've learned in meetings.
  - Tour of campus or larger work environment.



## Selecting and Preparing a Buddy for a New Employee

An important part of onboarding is identifying a Buddy for the new employee. A Buddy is a veteran employee who is interested in helping a new professional succeed in their new position. A Buddy partners with a new employee during the first months of employment to offer advice and guidance and to help them learn the ropes and achieve a sense of acceptance and belonging. In some cases, a Buddy is also a career mentor. The Buddy is an effective source of advice and encouragement who can succeed in steering new employees in the right direction and helping create and maintain a positive, productive culture of excellence.

The Buddy should be someone that the new staff member can trust. Part of this role is to allow for a comfortable, more informal environment in which the employee can ask and receive information about the department culture and norms and those every day, mostly unwritten, procedures and policies that help to explain how things really work.

A major goal of the Buddy is to establish a sense of belonging for the new employee. With an effective Buddy, each new staff member will quickly become a contributing member to his or her new department. Each new employee will understand how he/she fits in, what is expected of them, and how they will succeed.

### *The manager's responsibilities pertaining to buddies:*

- Select positive role models as buddies
- Ensure the Buddy has time to be accessible to the new employee
- Provide the Buddy with the tools needed to be an effective Buddy (e.g., skills in coaching, feedback, communication)
- Monitor the Buddy – employee relationship and evaluate program

### *Buddy selection criteria:*

- Demonstrates high performance; is a positive role model
- Is skilled in the new employee's job; is a peer
- Is proud of the organization
- Has patience and good communication and interpersonal skills; is friendly
- Willingly takes on responsibilities professionally with the Buddy role

**Once you have selected a Buddy, give them the attachment that describes the program and provides a checklist for them.**

## MANAGER'S ONBOARDING CHECKLIST

The following checklists will help you ensure a smooth transition for your new employee. Being organized and prepared sends the message to them that they are important and valued and that you are excited to have them join the team.

### Pre-Hire Checklist

- Prepare/clean work area.
- Provide supplies (stapler, pens, post its, etc.).
- Set up office phone and voice mail *if applicable*.
- Assign/order computer/tablet *if applicable*.
- Assign/order cell phone *if applicable*.
- Obtain appropriate keys to facilities for new employee.
- Announce employee's upcoming arrival to staff. A sample announcement is in this guide.
- Identify a Buddy for the new employee and give the selected Buddy the Buddy Information and Checklist Form.
- In the week before the new employee's start date, call the new employee to welcome them to the organization and answer questions.
- Order business cards *if applicable*.
- Complete the Employee Information Sheet/Payroll Change Notice Form and forward to payroll.
- Complete First Day Agenda Worksheet and forward to HR.

### During the First Week

#### **Tour of Campus (Manager or Buddy)**

- Lunch Area
- Restrooms
- Work space
- Parking
- Emergency procedures and exits

- Introductions to co-workers
- Use of copier/fax machine
- Mail procedures
- History of location
- Organizational structure of region/location
- Go over EPMS Planning Stage Document and Position Description and have employee sign. Must provide to HR immediately, no exceptions.**

### **Technology Training**

- Pay system (punching in/out, requesting paid leave, viewing pay stubs)
- Outlook (review basics if not familiar)

### **During the First 30 Days**

- Schedule a 15-minute meeting once a week with new staff member to check in. (See sample questions under New Employee Check-in Meeting Questions)
- Review what has already been covered to determine if there are any further questions or if clarification is needed.
- Ensure that the new employee knows about training opportunities and that they have completed required training (i.e., NLC User Tutorial, Bottom Line Basics, Sexual Harassment).
- Talk about company mission, objectives, culture, etc.
- Schedule new employee for an Employee Orientation meeting at Corporate Headquarters.

### **31 Days to 60 Days**

- Continue to meet with your new employee on a regular basis.
- Remind new employee to complete their benefit enrollment forms if not already complete.

### **61 Days to 90 Days**

- Conduct 90-day Performance Review (**EPMS Review**)
- Clarify Roles and Expectations –
  - Clarify how the new employee's role aligns with and impacts the rest of your team and the company.

- Develop a list of expectations and accompanying priorities and goals with your new employee.
- Develop an action plan with your new employee to achieve key expectations and priorities.
- Identify a list of goals that are important for this employee's role in the future, but can be put on hold for the short term.

#### From 90 days to 1 Year

- Regularly meet with new employee to set goals, review performance, and give feedback. Also, ask for feedback about how things are going and if they're getting the support they need from you and others.
- Ask new hires about learning and professional development opportunities that may be of interest to them. Discuss which ones are appropriate.
- Complete EPMS for the employee by the anniversary date of their hire each year.**  
*Must provide to HR immediately, no exceptions.*



## SAMPLE CHECK-IN MEETING QUESTIONS FOR MANAGERS

1. How is your job going?
2. Is your job and our company what you expected when you were hired?
3. Any surprises? If yes, what were they?
4. Has training been helpful?
5. What training would you add?
6. Do you need more training in any area?
7. Has your Buddy been helpful and meeting your needs?
8. Can you suggest any changes for the Buddy program?
9. Do you have all the equipment and/or work tools you need?
10. Do you know where you stand in terms of your progress since you started working?
11. How are your relationships with your co-workers?
12. Are you getting the support you need from your teammates?
13. Do you have suggestions on how we could improve our work across locations?
14. Are there any questions you still have? Is anything still unclear?
15. Is there something we should be providing to new employees that we have missed?
16. Do you feel out of the loop about anything?
17. Do you have any general suggestions?
18. Do you have any general work needs that haven't been met?
19. Is there anything you would like to tell me that I have not asked you?
20. Discuss any issues brought up in previous meetings to determine resolution.

## THE ONBOARDING BUDDY PROGRAM

Congratulations on being selected as a “Buddy” for *[new employee’s name]* who is joining us on *[start date]* as a *[job title]*. As a Buddy, you are a key player in our onboarding program, helping the new employees to become better acquainted with the company, his/her co-workers, and his/her job.

Your responsibilities as a Buddy include:

- Be an informational resource for the new employee on policies, procedures, work rules, norms, etc.
- Provide insight, feedback, and information that support the new employee’s social involvement in the department
- Assist in training the new employee
- Be a tour guide; provide introductions
- Identify resources to help the new employee

A new employee will expect the following from you:

- Advice, guidance, encouragement, and a positive attitude
- Confidentiality with shared information
- Honest feedback
- Help in understanding the culture of our company and the branch
- Help in understanding how to get things done
- Assistance in building networks and relationships within the department and with customers
- Insight into how to make relationships with people effective and productive
- How to balance three forms of communication – E-mail, telephone, in-person

### *Tips for Buddies*

- Don’t worry about being perceived as the “expert.” Your experience is important to the new employee. You don’t have to have all the answers.
- Be patient and positive. It takes time to develop a relationship. Don’t try to cover everything right away. Buddies need to allow enough time for growth.
- Don’t try to force a relationship.
- Look for a preferred style of communication and/or cultural identification.
- Don’t try to turn the new employee into your clone. That person may have a different style from yours. Let the new employee develop.
- Listening may be more important than giving advice.
- Don’t be judgmental; ask questions such as “What do you need?” “What makes you feel that way?” “How can I help?”; don’t draw conclusions without exploring the reasons why someone feels or acts a certain way.
- Keep a good attitude and stay in a teaching spirit.
- Don’t lose heart because of a new employee’s failures. You cannot always ensure success, but you can help that person to begin again more intelligently.

## **BUDDY CHECKLIST**

### **New Employee's Information:**

Name:

Job Title:

### **Before the New Employee Starts**

- Assist the manager in preparing the new employee's work area by ensuring that the work area is clean, and has a computer, phone, trash can, office supplies, etc.
- Review the new employee's background so you are familiar with their experience.

### **Week One**

- Meet and greet the employee on their first day with you.
- Take the new employee on a tour of the location and introduce them to other employees.
- Explain mail procedures, using the copier/fax/scanning machines, and any other procedural information specific to your department.
- Show them their work area and ensure they have all the supplies they need.
- Assist new employees with any questions he or she may have.

### **First Month**

- Have informal check-ins throughout the month with new staff member to if they have any additional questions or if you can assist them in any way.
- Review what has already been covered

### **At the end of the first month:**

- Buddy relationship may continue informally as desired or needed.



## FIRST DAY AGENDA WORKSHEET

A typical first day agenda will include time with HR for new employee paperwork and discussion of policies/procedures, set up and basic training on company technology, discussion of training opportunities, a tour, and introductions to key staff.

Please indicate who the new employee should meet in while in the Administrative Building:

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Lunch arrangements: \_\_\_\_\_

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Please add any other notes/suggestions for the new employee's first day.

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Please forward this form to HR when complete.



## NEW EMPLOYEE ANNOUNCEMENT SAMPLE

**TO:**

**FROM:**

**DATE:**

**RE:New Employee Announcement**

I am pleased to announce that *[new employee's name]* will be joining our department as *[job title of new employee]* on *[start date]*.

*[Buddy's name]* will be assigned to help *[new employee's first name]* during *[his/her]* initial weeks and months with us. However, all of us will be responsible for helping *[new employee's first name]* become a productive member of our team.

Please join me in extending a warm welcome to *[new employee's first name]* on *[his/her]* first day.

## ***EMPLOYEE'S ONBOARDING TEMPLATE***

A successful and effective onboarding process can improve employee retention and reduce turnover. It will support new professionals, helping them to become productive much quicker. Additionally, it helps the new professional feel that they are an important part of your team.

The employee section of the onboarding template provides:

- Sample letter for the new employee
- Information sheet
- Checklists



## NEW EMPLOYEE WELCOME LETTER SAMPLE

Date:

Dear \_\_\_\_\_ :

Welcome to John de la Howe School! We are pleased that you have chosen to join our team. In order to help you adjust to your new role and our agency, we have developed an onboarding program to assist you in learning the ropes and help you get up to speed quickly. In addition to assistance from your supervisor and HR, you will also have a "Buddy" assigned to you who can guide you through your first several weeks or months on the job.

The following guide will help you understand our organization and its culture, navigate through your new environment, and put you on a path to becoming a successful contributor. We hope you find it a useful tool as you begin or continue your career with John de la Howe School.

Sincerely,

President/Superintendent

Director of Human Resources

## **MISSION, VISION, VALUES, AND BELIEFS**

### **Mission:**

The John de la Howe School provides a safe haven for children and families to heal, grow, and make lasting changes through counseling, education, and a culture of care and development.

### **Vision:**

The John de la Howe School will be a state leader in delivering relevant and effective programs that advance behavioral healthcare, education, and positive family relations for children and adolescents.

### **Values:**

**Community:** Leveraging the caring character of citizens and organizations who volunteer time, talent, and other resources in the cause of developing children and families.

**Quality:** The richness of evidence-based models of care that inform services and outcomes for children, families, and communities.

**Access:** Equal and affordable access to behavioral healthcare, education, and counseling services.

**Safety:** The maintenance of a secure campus that allows students to thrive in a nurturing environment.

**Public Trust:** Accountability in program effectiveness and resource management.

**Integrity:** Ethics, honesty, respect, and professionalism in the provision of services and in all daily work.

**Professional Development:** A continual focus on developing human resources through investment in training, certification, and credentialing that enhances service delivery and drives high organizational efficiency and effectiveness.





## New Employee Information Sheet

Following is basic information regarding system log-ins, email, phones, etc.

Name:

Title:

Location:

Network username:

Network password:

Email address:

NAED Learning Center Username:

NAED Learning Center password:

Location phone number:

Phone extension:

### Role of Your Buddy

You have been assigned a Buddy (named below) to help you become better acquainted with our company and your new position. Your Buddy is available to assist you with any questions you may have during your first weeks and months. A buddy can provide the following:

- Advice, guidance, and encouragement
- Confidentiality of shared information
- Honest feedback
- Help in understanding the culture of our company and the branch
- Help in understanding how to get things done
- Assistance in building networks and relationships within the department and with customers
- Insight into how to make relationships with people effective and productive

Buddy:

Buddy's contact information:

## Onboarding Checklist

This checklist identifies key items to be discussed with you and the timeframe for completion. Use this checklist to ensure that you've been informed of these important topics.

### During the First Week

#### **Introduction to Company (HR)**

- History
- What We Do
- Mission, Vision, Values and Beliefs
- Company Strategy
- Organizational Structure

#### **New Employee Paperwork (HR)**

- Form I-9 (copies of two forms of identification attached)
- W-4 Form
- Veteran Status Information Form if applicable
- Personal Information Form
- Emergency Contact Information Form
- Employee Annual Physical Acceptance Forms
- Anything else required by your company/state*

#### **Handbook & Key Policies Overview (HR)**

- Sexual and Other Unlawful Harassment Policy
- Drug and Alcohol Policy/Substance Abuse Policy
- Confidentiality Statement
- Worker's Compensation Paid Leave Policy Acknowledgment
- Cell Phone Policy
- Electronic Communications
- Time Reporting Policy

#### **Benefits Overview (HR)**

- Insurances (Medical, Dental, Vision, Life, Disability)
- State Retirement, State ORP, Deferred Compensation (401(K))
- Paid Leave and Holidays

**Technology (HR and/or Manager)**

- Computer/tablet basics if applicable
- Office phones, cell phones, and voicemail basics and setup if applicable
- Intranet basics
- Directories basics

**Tour and Introductions (HR and/or Manager)**

- Employee Photo ID Badge
- Key Staff Introductions

**Tour of Branch (Manager/Buddy)**

- Lunch Area
- Restrooms
- Work Space
- Parking
- Emergency procedures and exits
- Introductions to co-workers
- Use of copiers and fax machines
- Mail procedures

**During the First 30 Days**

- Inquire about training opportunities and resources.
- Continue meeting with your manager on a regular basis.
- Learn about department goals, mission, vision, values, business and social events.

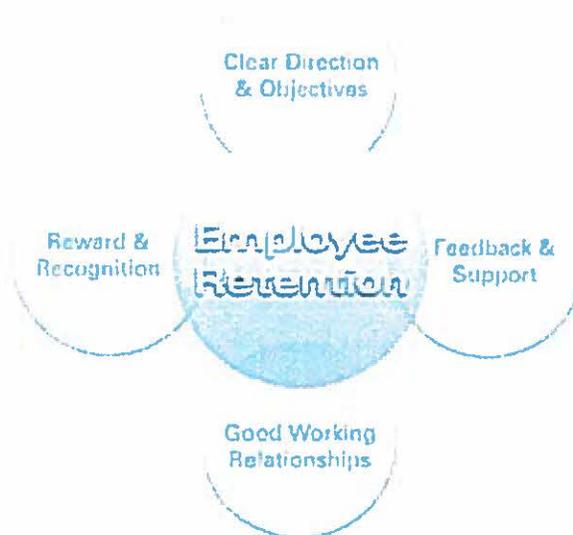
**30 Days to 60 Days**

- Check in with your manager for feedback on your progress at least every two weeks, or as time permits.
- Complete benefits enrollment forms (*must be completed within 30 days of hire*)



60 Days to the end of the first year

- Meet with your manager for your 90-day performance review.
- Clarify Roles and Expectations –
  - Clarify how your role aligns with and impacts the rest of your team and agency.
  - Develop a list of expectations and accompanying priorities and goals with your manager.
  - Develop an action plan with your manager to achieve key expectations and priorities.
  - Identify a list of goals that are important for your role in the future, but can be put on hold for the short term.
- Meet on predefined dates to update/clarify roles and expectations including a 6-month review and year-end review.





## Onboarding: Required Training for New Employees

### -John de la Howe Website

<http://delahowe.k12.sc.us> (read "About US" - Leadership, History, and Our Campus)

### -New State Employee Orientation

<http://www.admin.sc.gov/files/ohr/orientation/index.html>

Division of State Human Resources designed this version for state agencies to use in onboarding new employees to give them an introduction to SC state government and help them begin to plan their career, learn about their employee benefits, and understand the existence of the South Carolina Enterprise Information Center or SCEIS.

### -SC Code of Conduct

[www.admin.sc.gov/humanresources/code-of-conduct](http://www.admin.sc.gov/humanresources/code-of-conduct)

### -Anti- Harassment Course

[www.admin.sc.gov/files/ohr/antiharassment/index.html](http://www.admin.sc.gov/files/ohr/antiharassment/index.html)

### -SC PEBA Benefits

Insurance

[www.eip.sc.gov/category/presentation](http://www.eip.sc.gov/category/presentation)

Retirement

<http://www.retirement.sc.gov/video/videos/yourchoice/yourchoice.htm>

### -MySCEmployee

ESS100 Employee Self Service

<http://sceis.sc.gov/videos/ESS100 Login/ ESS100 Login.htm>

ESS110 Employee Self Service Time Reporting

<http://sceis.sc.gov/videos/ESS110/Course Overview/Course Overview.htm>

### -Mandated Reporting

<https://webapps.uts.sc.edu/childlaw/mandate/>

### -Jason Flatt Act; Youth Suicide

<http://jasonfoundation.com>

Instructions:

- On home page, click "Educators, Youth Workers, Coaches"
- Click "Professional Development Series" on left side of page
- Select SC
- Click "View Training Modules"
- Follow instructions to register and create username and password
- Print certificate at end of each module