

Legislative Oversight Committee

Staff Study of the
South Carolina School for the Deaf and the Blind
April 27, 2016



THIS STAFF STUDY IS PREPARED BY THE STAFF OF THE HOUSE OF REPRESENTATIVES AND IS NOT THE EXPRESSION OF THE HOUSE LEGISLATIVE OVERSIGHT COMMITTEE, ANY OF ITS SUBCOMMITTEES, OR OF THE HOUSE OF REPRESENTATIVES. IT IS STRICTLY FOR THE INTERNAL USE AND BENEFIT OF MEMBERS OF THE HOUSE OF REPRESENTATIVES AND MAY NOT BE CONSTRUED BY A COURT OF LAW AS AN EXPRESSION OF LEGISLATIVE INTENT.

CONTENTS

Table of Contents

Visual Summary	4
How Agency Uses Taxpayer Money	5
Summary of Recommendations: Opportunities to Continuously Improve	6
Legislative Oversight - Overview	7
Foundation	7
Purpose and Schedule	7
Information Considered	7
Agency Study - Actions	8
House Legislative Oversight Committee’s Actions	8
Subcommittee’s Actions	8
Committee Staff’s Actions	8
Next Steps	9
Agency Study - Information Highlights	10
Part I. Agency History, Legal Responsibilities and Strategic Plan	10
History	10
Mission, Vision and Goals	13
Strategies, Objectives & Potential Negative Impacts	17
Part II. Agency Relationships and Public Input	48
Relationships	48
Public Comments about the Agency	52
Part III. Resources: Availability and Allocation	53
Financial Capital	53
Employees	58
Part IV. Agency Performance and Recommendations	68
Types of Measures Utilized and Types, Targets, and Results of Measures	68
Part IV. Agency Performance and Recommendations	69
Types, Targets, and Results of Measures	69
Agency Recommendations to Improve Efficiency and Outcomes	99
Part V. Final Agency Program and Law Analysis	100

Programs Utilized to Accomplish Each Objective	100
Final Law Analysis to Remove Archaic Language.....	107
Appendix A - State Budget	108
Appendix B - State Employees	108

Illustrations

Figures

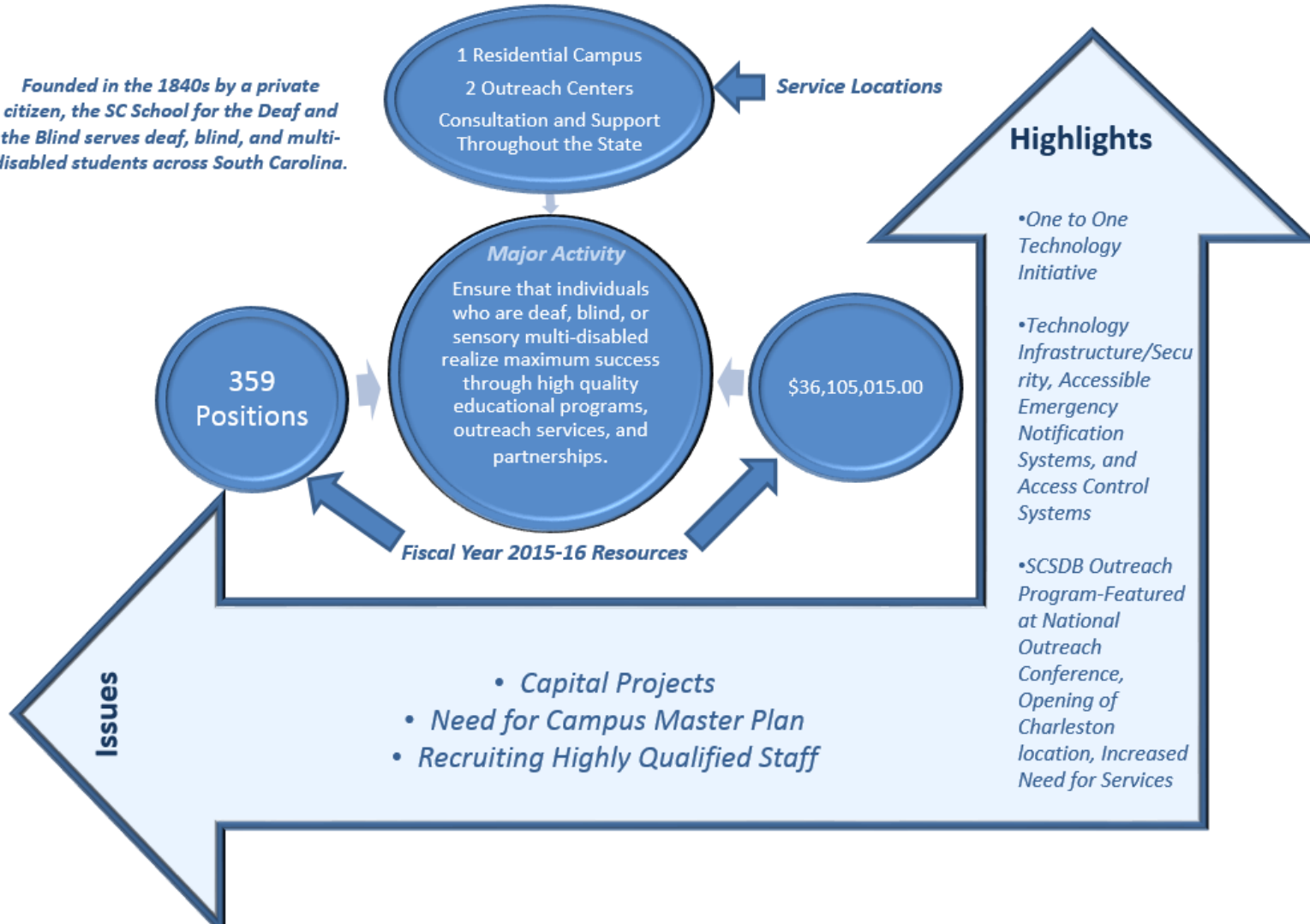
Visual Summary Figure 1. Snapshot of the agency’s history, services, highlights, and issues	2
2. Partners, customers, and stakeholders defined	48
3. Total available funding for the agency during the past five years	55
4. Authorized and filled positions at the agency during the past five years	59
5. Agency’s current organizational chart.....	44
6. Phases of the budget process.....	109

Tables

Visual Summary Table 1. Summary of the agency’s mission, vision, goals, and spending.....	3
Visual Summary Table 2. Summary of recommendations	5
3. Current Commissioners	13
4. Some topics addressed by survey participants in written comments about the agency	52
5. Agency budget levels for the past five years - recurring funds.....	53
6. Agency budget levels for the past five years - nonrecurring funds.....	54
7. Agency funds available to spend in 2015-16 and where the agency budgeted to spend those funds...	56
8. Agency employee levels for the past five years.....	58
9. Current agency leadership	61
10. Full time employee equivalents by program area	61
11. Background on the budget process.....	108
12. Main parts of the annual Appropriations Ac	108

S.C. School for the Deaf and the Blind

Founded in the 1840s by a private citizen, the SC School for the Deaf and the Blind serves deaf, blind, and multi-disabled students across South Carolina.



Visual Summary Figure 1. Snapshot of the agency’s history, services, highlights, and issues.¹ This information is provided by the agency.

Visual Summary Table 1. Summary of the agency’s mission, vision, goals, and spending.²

How Agency Uses Taxpayer Money

The agency’s goals, which should be in line with the agency’s mission and assist it in accomplishing its vision, are presented below. The goals are in order from largest to smallest, based on the percentage of total money the agency spent and budgeted toward accomplishment of each. The data in this table **highlight how the agency is investing the money it receives from the people of the state and nation**. Further details about the amounts spent on the individual objectives within each goal as well as the **performance measures, which should show the return the state is receiving on its investment**, are provided on later pages.

Mission: The mission of the South Carolina School for the Deaf and the Blind is “to ensure the individuals we serve realize maximum success through high quality educational programs, outreach services, and partnerships.”³

Vision: The vision of the South Carolina School for the Deaf and the Blind is “to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.”⁴

Goal	Description	2015-16	
		% of total	Amount Budgeted
Goal 1	SCSDB will implement the Profile of the S.C. Graduate for students with sensory impairments by 2022.	43.03%	\$15,536,917
Goal 2	SCSDB will ensure students are served in a safe environment on campus in order to realize their maximum success by 2020 through a business continuity plan.	40.27%	\$14,538,201
Goal 3	By 2021, SCSDB Division of Outreach Services will be the statewide leader for individuals who are deaf, blind, or sensory multi-disabled through expanded outreach services to meet the needs of all sensory impaired children across South Carolina.	16.70%	\$6,029,897
TOTAL			\$36,105,015

Visual Summary Table 2. Summary of recommendations.

Summary of Recommendations: Opportunities to Continuously Improve

Agency's Recommendations to the Committee

<u>Major Internal Changes</u> ⁵
→ SCSDB is currently holding two director level positions (Director of Curriculum and Instruction and Director of Related Services) in an effort to consolidate programs/services. The role and responsibilities of Curriculum and Instruction are being absorbed within Educational Services with support from the agency head. The role and responsibilities of Related Services are being absorbed within Student Services/Special Education. SCSDB anticipates that staff positions at different levels may be required; however, the agency head will continue to monitor to ensure the most effective and efficient delivery model of programs and services for students.
→
<u>Legislative Changes to improve efficiency and outcomes</u> ⁶
→ None
<u>Legislative Changes to remove archaic language and/or ensure language matches with agency practices</u>
→ None

LEGISLATIVE OVERSIGHT - OVERVIEW

Foundation

The **South Carolina State Constitution** requires the General Assembly to provide for appropriate agencies in the areas of health, welfare, and safety and to determine their activities, powers, and duties.⁷ Stated **public policy** provides that this “continuing and ongoing obligation of the General Assembly that is best addressed by periodic review of the programs of the agencies and their responsiveness to the needs of the state's citizens. . . .”⁸ The periodic reviews are accomplished through the legislative oversight process.⁹ Specific statutes relating to legislative oversight are included in South Carolina Code of Laws Section 2-2-5 *et seq.*

Purpose and Schedule

The stated **purpose of legislative oversight** is to determine if agency laws and programs are being implemented and carried out in accordance with the intent of the South Carolina General Assembly and whether or not they should be continued, curtailed, or even eliminated.¹⁰ The South Carolina House of Representatives’ Legislative Oversight Committee (“House Oversight Committee,” “Committee,” or “LOC”) recognizes that a legislative oversight study informs the public about an agency.¹¹ To accomplish legislative oversight, the specific task of the Committee is to conduct a study on each agency at least once every seven years.¹² To guide the work of the Committee in completing its task, a **seven-year study schedule** is published in the House Journal the first day of each legislative session.¹³

Information Considered

Oversight **studies must consider**: (1) the application, administration, execution, and effectiveness of **laws and programs**; (2) the **organization and operation of agencies**; and (3) any conditions or circumstances that may indicate the **necessity or desirability of enacting new or additional legislation**.¹⁴ **Evidence or information relating to a study may be acquired by any lawful means**, including: serving a request for information on an agency; deposing witnesses; issuing subpoenas that require the production of documents; and, with certain exceptions, requiring the agency to prepare and submit a program evaluation report by a specified date.¹⁵ Testimony given to the investigating committee must be under oath.¹⁶ All witnesses are entitled to counsel, and they shall be given the benefit of any privilege which they may claim in court as a party to a civil action.¹⁷ Certain criminal provisions are applicable during the legislative oversight process, including contempt of the General Assembly.¹⁸ Joint investigations with the South Carolina Senate (“Senate”) or with other committees in the South Carolina House of Representatives (“House”) are authorized.¹⁹

AGENCY STUDY - ACTIONS

House Legislative Oversight Committee's Actions

On April 14, 2015, the Committee **approved additional agencies for study.**²⁰ The Committee approved the South Carolina School for the Deaf and the Blind ("agency," "School," "School for the Deaf and the Blind," or "SCSDB") as one of the state agencies to be studied.²¹

The **Committee notified the agency** about the study in April 2015.²² As the Committee encourages **collaboration in its legislative oversight process**, the Speaker, standing committee chairs in the House, members of the House, Clerk of the Senate, and the Governor were also notified about the agency study.

Subcommittee's Actions

The **Education and Cultural Subcommittee** ("Subcommittee") of the House Oversight Committee is studying the agency. The Chair of the Subcommittee is the Honorable James Smith.²³ Other members include: the Honorable Gary Clary, the Honorable Joe Jefferson, and the Honorable Tommy Stringer.²⁴

Information from the Public

From September 1, 2015 until September 30, 2015, the Committee posted an **online survey to solicit comments from the public about the Department** and other agencies. These comments are not considered testimony.²⁵ As noted in the survey, "input and observations from those citizens who [chose] to provide responses are very important . . . because they may help direct the Committee to potential areas for improvement with these agencies."²⁶ The **public may continue to submit written comments about agencies online.**²⁷

Information from the Agency

The **Committee asked the agency to conduct a self-analysis** by requiring it to complete and submit a restructuring report and program evaluation report. The agency submitted its 2015 Annual Restructuring Report on February 27, 2015. The agency submitted its Program Evaluation Report on July 27, 2015. The agency submitted its 2016 Annual Restructuring Report on January 9, 2016. These reports are available on the Committee's website.²⁸

Committee Staff's Actions

In the staff study, committee staff obtain, review, and provide highlights of relevant information.²⁹ Relevant information may include: an agency restructuring report; an agency seven-year plan for cost savings and increased efficiencies; an agency program evaluation report; another submission to a legislative or executive entity, such as an agency accountability report; comments from the public concerning the agency; any information submitted by a legislative standing committee in the House of Representatives; and any information submitted by individual Members of the House.

The **staff study is intended for the internal use and benefit of Members of the House, and it does not reflect the views of the House, House Oversight Committee, or any subcommittees.**³⁰ The staff study is shared

with the agency.³¹ The agency has the option to provide a written response within ten business days for inclusion in the study.³²

Next Steps

This **staff study, and any agency response, will be shared with the Subcommittee** and legislative standing committees in the House of Representatives that share subject matter jurisdiction.³³

The **Subcommittee may review the staff study and, if one has been submitted, the agency's written response, in order to determine what other tools of legislative oversight should be used** to evaluate (1) the application, administration, execution, and effectiveness of the agency's laws and programs, (2) the organization and operation of the agency, and (3) any conditions or circumstances that may indicate the necessity or desirability of enacting new or additional legislation pertaining to the agency.³⁴

AGENCY STUDY - INFORMATION HIGHLIGHTS

Part I. Agency History, Legal Responsibilities and Strategic Plan

History³⁵

In 1821, the General Assembly approved a plan and allocated \$30,000 to build a “lunatic asylum” and school for the “deaf and dumb” together in Columbia. A committee studying the proposal determined it would not be feasible to have the asylum and the school together. The General Assembly repealed that Act and for the next 12 years, made no other provision for the education of the deaf. In 1834, the state allocated \$2,500 each year to send children who were deaf and “born of free white parents, citizens of this State,” to the American Asylum at Hartford, CT. The General Assembly appointed two representatives from the state to serve along with the governor as “Commissioners for the deaf and dumb.” They were responsible for drawing the necessary appropriations, approving applicants, and making necessary arrangements for the education of these students between the ages of 12 and 25.

In the late 1840s, a young minister, Reverend Newton Pinckney Walker, saw the need for deaf education in South Carolina. His wife, Martha Hughston Walker, had three siblings who were deaf and had no opportunity for education in South Carolina. At that time, individuals who were deaf in South Carolina either were not educated or were sent to the Connecticut Asylum for the Education and Instruction of Deaf and Dumb Persons. Rev. Walker traveled to the Georgia School for the Deaf where he learned teaching methods for individuals who were deaf.

On January 22, 1849, Rev. Walker opened a school for five children who were deaf and a small group of hearing children at Cedar Spring in Southeastern Spartanburg County. The school was housed in the former Cedar Spring Hotel located on what is now the present campus. In the early years, the school was the private property of Rev. Walker. In 1854, Rev. Walker began to petition the General Assembly for funds to serve blind applicants. The General Assembly provided funds to add a department for children who were blind with Professor James S. Henderson, a graduate of the Tennessee School for the Blind. In 1856, the state bought the school and 157 acres of land for \$10,759.

Though the school remained open during the Civil War, it was defunded briefly during Reconstruction-era budget cuts. It reopened in 1869 with the institution’s first graduate serving as superintendent. By this time it was known as the South Carolina Institution for the Deaf and Dumb and Blind. The school briefly closed again in 1872 when the school’s administration and staff all resigned in response to the State Superintendent of Education, Governor, and Comptroller General’s order that the school accept, educate, and house black students in the same way and place that white students were accepted, educated, and housed. The school reopened again in 1876 under the same rules with one exception-the establishment of separate departments for white and black students. The “Colored School” was established in 1883 on the same campus, but in a separate building. In 1887, the Superintendent compared South Carolina’s Institution to the Connecticut institution where South Carolina first sent students and learned that S.C.’s per capita cost was about half of that at the institution in Connecticut.

In 1906, the school admitted its first student who was both deaf and blind. In 1908, John E. Swearingen, an alumnus of the School's Department for the Blind, made a successful run for State Superintendent of Education; He served until 1922. During his tenure, the school's state categorization changed from a "Penal and Charitable" institution to educational organization. In 1924, the General Assembly appropriated funding for a "field agent" whose duties were to work with medical agencies to prevent blindness at birth, locate young deaf and blind children and talk with their parents about the school, and serve as an employment agent for adults who were disabled by deafness or blindness.

In 1977, the Cedar Springs Academy opened to serve children who were either deaf or blind with additional disabilities. A private fund-raising arm was established in 1979 and named The Foundation for the Multihandicapped, Blind and Deaf of South Carolina, Inc. The foundation was later renamed The Walker Foundation in honor of the school's founding family.

In 1984, relationships were created with 12 local school districts to begin outreach services delivered to their students by the School for the Blind. Since that time, outreach services has grown to a statewide program that includes early intervention, vision and hearing services in the public schools, the deaf-blind project, a braille and large print distribution center, a telephone and alerting device distribution program and sign language interpreters.

The vocational facility opened in 1984, providing opportunities for students to learn valuable employment trades and skills. In addition to specific training programs offered on campus, there are also partnerships with local business and industry. An Industrial Skills Development Center provides opportunities for students to obtain work experience toward meeting long-term employment goals and independent lifestyles. In 2001, the S.C. School for the Deaf and the Blind changed the name of the vocational program from the Vocational Department to the Career Technology and Education Department to reflect the many improvements in programming and technology available to students.

In 1986, the School for the Blind established a cooperative mainstreaming program with Spartanburg School District 7. In the years following, the School for the Deaf established a cooperative mainstreaming program with Spartanburg School Districts 6 and 7. Through cooperative relationships with local school districts in the Spartanburg area, students are able to take advantage of specialized services and resources through the S.C. School for the Deaf and the Blind, while taking courses in some of the state's finest public school districts.

Between 1989 and 1997, SCSDB opened five regional outreach centers in Charleston, Columbia, Florence, Conway, and Rock Hill. However, all but the Columbia regional outreach center closed over the last decade. The Charleston regional outreach center recently reopened.

In the 1990s, increased emphasis was placed on the use of educational technology, and 1996 saw the opening of the state-of-the-art Cleveland Learning Resource Center as the result of a \$3.2 million partnership. The emphasis on educational technology as well as access technology continues today as the school strives to maintain a state-of-the art learning environment.

The new Hughston Transition Living Center opened in 2004. The center is designed so all students, regardless of disability, can live there self-sufficiently. The goal of this center is to facilitate students learning how to live independently before graduation. The building is named in memory of John M. Hughston, the first graduate of the S.C. School for the Deaf and the Blind who later became the first deaf superintendent of the school.

An early childhood development center named in honor of Marcia Hastay Kelly, was dedicated in 2007. The center, located on the school's main campus, is a partnership between the S.C. School for the Deaf and the Blind and the Spartanburg County First Steps Early Head Start program. Kelly's Kids serves children that are six weeks to three years of age who are blind, deaf, or sensory multi-disabled as well as children who are typically developing.

Located four miles from downtown Spartanburg, the S.C. School for the Deaf and the Blind campus now includes 40 buildings including classrooms, libraries, vocational training centers, dormitories, and recreational facilities.

SCSDB Leadership

Newton Pinckney Walker - Superintendent (1849-1861)

Marth Hughston Walker - Unofficial Superintendent (1861-1869)

John M. Hughston - Superintendent (1869-1872)

Newton Farmer Walker - Superintendent (1872-1927)

William Laurens Walker - Superintendent (1927-1931)

Dr. William Laurens Walker, Jr. - Superintendent (1931-1969)

Newton Ramer Walker, II - Superintendent/President (1969-1980)

A. Baron Holmes, IV - President (1980-1985)

Robert Millard - Interim President (1985-1986)

Joseph P. Finnegan, Jr. - President (1986-1996)

Dr. Sheila S. Breitweiser - President (1996 -2007)

Dr. Pamela C. Shaw - President (2008)

Carol Mabry - Interim President (2008-2009)

Dr. Margaret E. Park - Interim President (2009-2010), President (2010-2014)

Dr. Page B. McCraw - Interim President (2014-2015), President (2015 - present)

Part I. Agency History, Legal Responsibilities and Strategic Plan

Mission, Vision and Goals

Governing Body

The agency is governed by a Board of Commissioners. The Board of Commissioners of the South Carolina School for the Deaf and the Blind consists of eleven members appointed by the Governor for terms of six years and until their successors are appointed and qualify. Each congressional district must be represented by one board member, who must be a resident of that district, and four members must be appointed at large from the State. Of the members appointed at large, one must be deaf, one must be blind, one must represent the interests of persons with multiple handicaps, and one shall represent the general public. Vacancies must be filled in the manner of the original appointment for the remainder of the unexpired term. The State Superintendent of Education and the Executive Officer of the Department of Health and Environmental Control are ex officio members of the board.³⁶

Table 3. Current Commissioners³⁷

Position	Position Title	Current Members	Appointed By	Appointed Date	Expiration Date
1st Congressional District	Member, Vice Chairman	Brawley, W. Scott	Governor Nikki R. Haley	1/7/2014	5/15/2019
2nd Congressional District	Member	Vacant	Governor	Vacant	Vacant
3rd Congressional District	Member	Downs, Cynthia A.	Governor Nikki R. Haley	3/5/2015	5/15/2021
4th Congressional District	Member, Chairman	Dobson, Robert A. III	Governor Nikki R. Haley	3/5/2015	5/15/2021
5th Congressional District	Member	Vacant	Governor	Vacant	Vacant
6th Congressional District	Member	Vacant	Governor	Vacant	Vacant
7th Congressional District	Member	Gundling, David J.	Governor	8/17/2012	5/15/2018
At Large, Blind	Member	Bible, Edward B. Jr.	Governor Nikki R. Haley	7/9/2015	5/5/2017
At Large, Deaf	Member	Morrow, Robert H.	Governor Nikki R. Haley	1/7/2014	5/15/2017

At Large, Represents General Public	Member	Holland, Cynthia S.	Governor Nikki R. Haley	1/7/2014	5/15/2015
At Large, Represents Multiple Handicaps	Member	Alexander, Phyllis H.	Governor Nikki R. Haley	1/7/2014	5/15/2019
Ex Officio	Superinte ndent of Education	John Payne, representing Molly Spearman			
Ex Officio	Executive Officer of DHEC	Tara Carrol, representing Catherine Heigel			

Mission

The mission of the South Carolina School for the Deaf and the Blind “is to ensure the individuals [they] serve realize maximum success through high quality educational programs, outreach services, and partnerships.”³⁸

The School cites its enabling statute and subsequent amendments, SC Code of Laws §59-47-10 *et seq.*, as the basis for its mission.³⁹

Vision

The vision of the South Carolina School for the Deaf and the Blind is “to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.”⁴⁰

As for the legal standards which serve as the basis for the vision, the School for the Deaf and the Blind provided the same legal standards it did as the basis for its mission.⁴¹

Part I. Agency History, Legal Responsibilities and Strategic Plan

Mission, Vision, and Goals

Goals⁴²

Note: The information below is current as of January 9, 2016, when the agency submitted its 2016 Annual Restructuring Report. Also, S.M.A.R.T. criteria are utilized in the Accountability Report the agency submits annually and is an acronym for specific, measurable, attainable, relevant, and time bound.

Goal 1 - SCSDB will implement the Profile of the SC Graduate for students with sensory impairments by 2022.

- Legal Responsibilities Satisfied: SC Code §59-47-10 *et seq.* Title 59, 20 USC §1400 *et seq.* (Individuals with Disabilities Education Act), 20 USC §2301 *et seq.* (Carl D. Perkins Career and Technical Education Improvement Act of 2006 or Perkins IV), 20 USC. 6601 *et seq.* (Title II of the Elementary and Secondary Education Act of 1965), 20 USC. 6801 *et seq.* (Title III of the Elementary and Secondary Education Act of 1965), 42 USC. 11431 *et seq.* (McKinney-Vento Homeless Assistance Act), SC Code §59-155-110 *et seq.* (SC Read to Succeed Act)
- How the Goal is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): The goal is a SMART goal in that the goal is time bound and include the standard of the Profile of the SC Graduate as defined by the South Carolina Department of Education and implemented for students with sensory impairments.
- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.
- Responsible Person: Sara Kollock, Director of Educational Services (Responsible for less than 1 year)
 - Office Address: 355 Cedar Springs Road, Spartanburg, SC 29302
 - Department or Division Summary: The Office of Educational Services oversees the four schools on campus which include the School for the Deaf, the School for the Blind, the Applied Academic Center, and Cedar Springs Academy (Sensory Multi-Disabled School).

Goal 2 - SCSDB will ensure students are served in a safe environment on campus in order to realize their maximum successes by 2020 through a business continuity plan.

- Legal Responsibilities Satisfied: SC Code §59-47-10 *et seq.* Title 59, 20 USC §1400 *et seq.* (Individuals with Disabilities Education Act)
- How the Goal is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): The goal is a SMART goal in that the goal is time bound and will improved efficiency and effectiveness in defined agency practices assisting students to realize maximum successes in a safe environment.
- Public Benefit/Intended Outcome: Through an effective and efficient business continuity model, protocols will be in place to ensure student safety to include defined procedures during times of emergency and/or disaster.
- Responsible Person: Scott Ramsey, Director of Governmental Affairs/Security/Maintenance and Linda Coon, Director of Student Services (Responsible for less than 1 year)
 - Office Address: 355 Cedar Springs Road, Spartanburg, SC 29302

- Department or Division Summary: The Division for Government Affairs/Security/Maintenance oversees all governmental affairs to include working with the legislative process, annual legislative budget, and coordination of any legislative matters. Additionally, this division provides annual school board training and coordinates participation/training with the South Carolina School Board Association, and assists with policy development for the agency. The security portion of this division includes the securing of contracted services for campus security and related oversight, the supervision of campus safety staff, school resource officers, campus emergency planning, emergency training, and is the key coordinator for emergency events to include inclement weather. The maintenance portion of this division includes campus facilities, grounds, preventive maintenance, safety and accessibility of facilities/grounds, housekeeping (custodial and laundry), coordination as related to capital projects, and any special events.
- Department or Division Summary: The Division for Student Services oversees all matters related to IDEA, the IEP process, student recruitment, admissions, records, student advocacy (coordination with DSS and law enforcement, as needed), civil rights data collection and reporting, special education data collection and reporting, provides oversight as special education director, provides oversight for related services to include nursing, physical therapy, occupation therapy, speech therapy, school psychologists, audiology, Medicaid and Medicaid compliance, student health records, campus medical matters to include services from doctor and nurse practitioner, related training, compliance, and development of needed protocols. Additionally, this division oversees agency accreditation.

Goal 3 - By 2021, SCSDB Division of Outreach Services will be the statewide leader for individuals who are deaf, blind, or sensory multi-disabled through expanded Outreach Services to meet the needs of all sensory impaired children across South Carolina.

- Legal Responsibilities Satisfied: SC Code §59-47-10 *et seq.* Title 59, 20 USC §1400 *et seq.* (Individuals with Disabilities Education Act)
- How the Goal is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): This goal is a SMART goal in that it is time bound and will be measured through increased services provided state-wide to individuals with sensory impairments.
- Public Benefit/Intended Outcome: Individuals with sensory impairments will receive needed services in order to support goals for maximum success.
- Responsible Person: Scott Falcone, Director of Outreach Services (Responsible for less than 1 year)
 - Office Address: 101 Executive Center Drive, Suite 120, Saluda Building, Columbia, SC 29210
 - Department or Division Summary: The Statewide Division of Outreach Services oversees programs at all three locations to include Spartanburg Campus, Colson Center in Charleston, and Outreach Center in Columbia. Programs of supervision include Braille Production Center, Instructional Resource Center, Kelly's Kids, Interpreting Services, Vision Services, Deaf/Hard of Hearing Services, Early Intervention, First Step Partnerships, and SCDOE Partnerships.

Part I. Agency History, Legal Responsibilities and Strategic Plan

Strategies, Objectives & Potential Negative Impacts

Strategies, Objectives, and Potential Negative Impacts^{43,44}

In its 2016 Annual Restructuring Report, the agency was asked to list what it considers the most potential negative impact to the public that may occur as a result of the agency not accomplishing each objective. In addition, it was asked to provide information on the level at which it believes it needs outside help, the entities to whom the agency would reach out if the potential negative impact rises to that level, when the agency thinks the General Assembly should be put on notice, and options for what the General Assembly could do to help resolve the issue before it became a crisis.

Goal 1 - SCSDB will implement the Profile of the SC Graduate for students with sensory impairments by 2022.

- Legal Responsibilities Satisfied: SC Code §59-47-10 et seq. Title 59, 20 USC §1400 et seq (Individuals with Disabilities Education Act), 20 USC §2301 et seq (Carl D. Perkins Career and Technical Education Improvement Act of 2006 or Perkins IV), 20 USC 6601 et seq (Title II of the Elementary and Secondary Education Act of 1965), 20 USC 6801 et seq (Title III of the Elementary and Secondary Education Act of 1965), 42 USC. 11431 et seq. (McKinney-Vento Homeless Assistance Act), SC Code §59-155-110 et seq. (SC Read to Succeed Act)
- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.
- Responsible Person: Sara Kollock, Director of Educational Services

Strategy 1.1 - 100% of SCSDB will meet World Class Knowledge and Skills objectives by 2022.

Objective 1.1.1 - 100% of SCSDB students will meet Brigrance goals.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): The goal is a SMART goal in that the goal is time bound and include the standard of the Profile of the SC Graduate as defined by the South Carolina Department of Education and implemented for students with sensory impairments.
- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.
- Responsible Person: Sara Kollock, Director of Educational Services

Most Potential Negative Impact	Limited Reading and Math Skills for Children with Sensory Disabilities
Level Requires Outside Help	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the S.C. Department of Education (SCDOE). These objectives focus on continual improvement in SCSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.
Outside Help to Request	S.C. Department of Education (SCDOE)
Level Requires Inform General Assembly	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.
3 General Assembly Options	1. Insure SCSDB works with Reading Initiatives in collaboration with the SCDOE. 2. Insure that SCSDB works with Education Oversight Committee for reading support as related to accountability measures. 3. Provide support for any needed program expansion to meet goal/strategy/objective.

Objective 1.1.2 - 100% of SCSDB students will meet IEP goals.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): The goal is a SMART goal in that the goal is time bound and include the standard of the Profile of the SC Graduate as defined by the South Carolina Department of Education and implemented for students with sensory impairments.
- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.
- Responsible Person: Sara Kollock, Director of Educational Services

Most Potential Negative Impact	Limited Reading and Math Skills for Children with Sensory Disabilities
Level Requires Outside Help	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB’s ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.
Outside Help to Request	SCDOE
Level Requires Inform General Assembly	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB’s ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.
3 General Assembly Options	1. Insure SCSDB works with Reading Initiatives in collaboration with the SCDOE. 2. Insure that SCSDB works with Education Oversight Committee for reading support as related to accountability measures. 3. Provide support for any needed program expansion to meet goal/strategy/objective.

Objective 1.1.3 - SCSDB will implement Read to Succeed for students with sensory disabilities.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): The goal is a SMART goal in that the goal is time bound and include the standard of the Profile of the SC Graduate as defined by the South Carolina Department of Education and implemented for students with sensory impairments.
- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.
- Responsible Person: Sara Kollock, Director of Educational Services

Most Potential Negative Impact	Limited Reading and Math Skills for Children with Sensory Disabilities
Level Requires Outside Help	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB’s ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.
Outside Help to Request	SCDOE
Level Requires Inform General Assembly	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB’s ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.
3 General Assembly Options	1. Insure SCSDB works with Reading Initiatives in collaboration with the SCDOE. 2. Insure that SCSDB works with Education Oversight Committee for reading support as related to accountability measures. 3. Provide support for any needed program expansion to meet goal/strategy/objective.

Objective 1.1.4 - 100% of SCSDB teachers will develop Student Learning Objectives or participate in the Goals Based Evaluation model.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): The goal is a SMART goal in that the goal is time bound and include the standard of the Profile of the SC Graduate as defined by the South Carolina Department of Education and implemented for students with sensory impairments.
- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.
- Responsible Person: Sara Kollock, Director of Educational Services

Most Potential Negative Impact	The potential impact is nonexistent. The end results will include each teacher in some type of performance based evaluation model.
Level Requires Outside Help	From the inception, SCSDB is working with the SCDOE to determine the best model to evaluate teacher performance.
Outside Help to Request	SCDOE
Level Requires Inform General Assembly	N/A
3 General Assembly Options	N/A-SCSDB is participating in the model. If the agency did not participate, individual teacher employment would be impacted.

Strategy 1.2 - 100% of SCSDB students will be afforded World Class Opportunities by 2020.

Objective 1.2.1 - SCSDB will provide Whole Child experiences for all students.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): The goal is a SMART goal in that the goal is time bound and include the standard of the Profile of the SC Graduate as defined by the South Carolina Department of Education and implemented for students with sensory impairments.
- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.
- Responsible Person: Sara Kollock, Director of Educational Services

Most Potential Negative Impact	In considering the SC Profile of the Graduate, the new focus includes soft skill, employability skills, healthy lifestyles, etc. Thus, the implementation of the While Child Initiative affords the opportunity to provide much needed developmental skills.
Level Requires Outside Help	Failure to implement the SC Profile of the SC Graduate for sensory impaired students would next impact future SCSDB accountability measures and in general, the future wellbeing of students.
Outside Help to Request	SCDOE
Level Requires Inform General Assembly	Once implemented, if SCSDB fails to meet established Criteria of the EOC and SCDOE, then SCDOE audits/review would provide accountability to the agency.
3 General Assembly Options	N/A

Objective 1.2.2 - SCSDB will seek renewal of AdvancED/SACS CASI Accreditation.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): The goal is a SMART goal in that the goal is time bound and include the standard of the Profile of the SC Graduate as defined by the South Carolina Department of Education and implemented for students with sensory impairments.
- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.
- Responsible Person: Sara Kollock, Director of Educational Services

Most Potential Negative Impact	Accreditation is a critical piece for continuous improvement and quality assurance. Failure to achieve continuous accreditation places SCSDB graduates at risk of declined transition to post-secondary education.
Level Requires Outside Help	SC AdvancEd and the SCDOE are currently collaborating to develop a model that will jointly provide accreditation for schools/districts in SC. At this time, failure to achieve would create a need for SCSDB to seek additional technical support from the SCDOE.
Outside Help to Request	Outside assistance would be sought from the SCDOE.
Level Requires Inform General Assembly	Failure to maintain SCDOE accreditation after technical assistance.
3 General Assembly Options	1. Require additional support to SCSDB from the SCDOE 2. If areas of concern related to facilities, additional funding/resources could be needed. 3. Additional resources could be needed if a recommendation revolved around student services.

Objective 1.2.3 - A transition plan will be developed for all students.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): The goal is a SMART goal in that the goal is time bound and include the standard of the Profile of the SC Graduate as defined by the South Carolina Department of Education and implemented for students with sensory impairments.
- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.
Responsible Person: Sara Kollock, Director of Educational Services

Most Potential Negative Impact	Limited future opportunities for students.
Level Requires Outside Help	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB’s ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.
Outside Help to Request	SCDOE
Level Requires Inform General Assembly	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.
3 General Assembly Options	1. Insure SCSDB works in collaboration with the SCDOE. 2. Insure that SCSDB works with Education Oversight Committee for support as related to accountability measures. 3. Provide support for any needed program expansion to meet goal/strategy/objective.

Strategy 1.3 - 100% of SCSDB students will be afforded World Class Opportunities by 2020.

Objective 1.3.1 - SCSDB will provide students the opportunity to develop world class characteristics as applicable for sensory impaired students through the Expanded Core Curriculum.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): The goal is a SMART goal in that the goal is time bound and include the standard of the Profile of the SC Graduate as defined by the South Carolina Department of Education and implemented for students with sensory impairments.
- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.
- Responsible Person: Sara Kollock, Director of Educational Services

Most Potential Negative Impact	Limited opportunities for students to grow in other areas.
Level Requires Outside Help	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB’s ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.
Outside Help to Request	SCDOE/Review of Other School District Programs
Level Requires Inform General Assembly	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.
3 General Assembly Options	1. Insure SCSDB works in collaboration with the SCDOE. 2. Insure that SCSDB works with other entities to view best practice programs. 3. Provide support for any needed program expansion to meet goal/strategy/objective.

Objective 1.3.2 - SCSDB will provide CATE/WBL experiences for students.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): The goal is a SMART goal in that the goal is time bound and include the standard of the Profile of the SC Graduate as defined by the South Carolina Department of Education and implemented for students with sensory impairments.
- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.
- Responsible Person: Sara Kollock, Director of Educational Services

Most Potential Negative Impact	Limited future opportunities for students.
Level Requires Outside Help	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB’s ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.
Outside Help to Request	SCDOE
Level Requires Inform General Assembly	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB’s ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.
3 General Assembly Options	1. Insure SCSDB works in collaboration with the SCDOE. 2. Insure that SCSDB works with Education Oversight Committee for support as related to accountability measures. 3. Provide support for any needed program expansion to meet goal/strategy/objective.

Objective 1.3.3 - SCSDB will provided students the opportunities to grow as leaders and develop self-advocacy skills.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): The goal is a SMART goal in that the goal is time bound and include the standard of the Profile of the SC Graduate as defined by the South Carolina Department of Education and implemented for students with sensory impairments.
- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.
Responsible Person: Sara Kollock, Director of Educational Services

Most Potential Negative Impact	In considering the SC Profile of the Graduate, the new focus includes soft skill, employability skills, healthy lifestyles, etc. Thus, the implementation of the While Child Initiative affords the opportunity to provide much needed developmental skills.
Level Requires Outside Help	Failure to implement the SC Profile of the SC Graduate for sensory impaired students would next impact future SCSDB accountability measures and in general, the future wellbeing of students.
Outside Help to Request	SCDOE
Level Requires Inform General Assembly	Once implemented, if SCSDB fails to meet established Criteria of the EOC and SCDOE, then SCDOE audits/review would provide accountability to the agency.
3 General Assembly Options	N/A

Strategy 1.4 - SCSDB students will be afforded opportunities to grow through World Class Innovations by 2021.

Objective 1.4.1 - SCSDB will provide expanded learning opportunities for students through one to one initiative.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): The goal is a SMART goal in that the goal is time bound and include the standard of the Profile of the SC Graduate as defined by the South Carolina Department of Education and implemented for students with sensory impairments.
- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.
- Responsible Person: Sara Kollock, Director of Educational Services

Most Potential Negative Impact	Decreased ability among sensory disabled students to use technology and assistive technology needed to find future success; Decreased accessibility to regular world for sensory disabled students
Level Requires Outside Help	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.
Outside Help to Request	Chief Information Officer at SCDOE
Level Requires Inform General Assembly	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.
3 General Assembly Options	1. Insure SCSDB works with the SCDOE in implementing best practices in the use of technology. 2. Insure that SCSDB collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.

Objective 1.4.2 - SCSDB will partner with Vocational Rehabilitation and the Commission for the Blind to provide learning experiences for students.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): The goal is a SMART goal in that the goal is time bound and include the standard of the Profile of the SC Graduate as defined by the South Carolina Department of Education and implemented for students with sensory impairments.
- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.
Responsible Person: Sara Kollock, Director of Educational Services

Most Potential Negative Impact	Limited future opportunities for students.
Level Requires Outside Help	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB’s ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.
Outside Help to Request	SCDOE
Level Requires Inform General Assembly	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.
3 General Assembly Options	1. Insure SCSDB works in collaboration with the SCDOE. 2. Insure that SCSDB works with Education Oversight Committee for support as related to accountability measures. 3. Provide support for any needed program expansion to meet goal/strategy/objective.

Objective 1.4.3 - SCSDB will provide problem based learning experiences for students.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): The goal is a SMART goal in that the goal is time bound and include the standard of the Profile of the SC Graduate as defined by the South Carolina Department of Education and implemented for students with sensory impairments.
- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.
Responsible Person: Sara Kollock, Director of Educational Services

Most Potential Negative Impact	Limited future opportunities for students.
Level Requires Outside Help	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB’s ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.
Outside Help to Request	SCDOE
Level Requires Inform General Assembly	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.
3 General Assembly Options	1. Insure SCSDB works in collaboration with the SCDOE. 2. Insure that SCSDB works with Education Oversight Committee for support as related to accountability measures. 3. Provide support for any needed program expansion to meet goal/strategy/objective.

Goal 2 - SCSDB will ensure students are served in a safe environment on campus in order to realize their maximum successes by 2020 through a business continuity plan.

- Legal Responsibilities Satisfied: SC Code §59-47-10 et seq. Title 59, 20 USC §1400 et seq (Individuals with Disabilities Education Act)
- Public Benefit/Intended Outcome: Through an effective and efficient business continuity model, protocols will be in place to ensure student safety to include defined procedures during times of emergency and/or disaster.
- Responsible People: Scott Ramsey, Director of Governmental Affairs/Security/Maintenance and Linda Coon, Director of Student Services

Strategy 2.1 - By 2020, SCSDB will develop and implement a Master Campus Safety Plan.

Objective 2.1.1 - SCSDB will develop a comprehensive campus safety plan to accommodate students with sensory disabilities.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): The goal is a SMART goal in that the goal is time bound and will improved efficiency and effectiveness in defined agency practices assisting students to realize maximum successes in a safe environment.
- Public Benefit/Intended Outcome: Through an effective and efficient business continuity model, protocols will be in place to ensure student safety to include defined procedures during times of emergency and/or disaster.
- Responsible Person: Scott Ramsey, Director of Governmental Affairs/Security/Maintenance

Most Potential Negative Impact	Student safety is a top priority and a current plan that considers protocols for new technology and emergency situations is critical to insure student safety.
Level Requires Outside Help	Failure to maintain an up to date plan.
Outside Help to Request	SCDOE, Local Law Enforcement
Level Requires Inform General Assembly	Failure to maintain an up to date plan.
3 General Assembly Options	1. Insure SCSDB works with the SCDOE in implementing protocols for student safety. 2. Insure that SCSDB collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.

Objective 2.1.2 - SCSDB will provide facilities that are safe and conducive to learning for sensory impaired learners.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): The goal is a SMART goal in that the goal is time bound and will improved efficiency and effectiveness in defined agency practices assisting students to realize maximum successes in a safe environment.
- Public Benefit/Intended Outcome: Through an effective and efficient business continuity model, protocols will be in place to ensure student safety to include defined procedures during times of emergency and/or disaster.
- Responsible Person: Scott Ramsey, Director of Governmental Affairs/Security/Maintenance

Most Potential Negative Impact	Students will not be provided needed facilities to most effectively and efficiently accommodate.
Level Requires Outside Help	Difficulty in security facilities.
Outside Help to Request	EBO, Legislature, and State Engineer's Office
Level Requires Inform General Assembly	Failure to provide needed facilities.
3 General Assembly Options	1. Assistance with resources. 2. Assistance with support through OSF and State Engineer Office. 3. Support from other state agencies/offices.

Objective 2.1.3 - SCSDB will develop and implement record archiving in accordance to state and federal guidelines.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): The goal is a SMART goal in that the goal is time bound and will improved efficiency and effectiveness in defined agency practices assisting students to realize maximum successes in a safe environment.
- Public Benefit/Intended Outcome: Through an effective and efficient business continuity model, protocols will be in place to ensure student safety to include defined procedures during times of emergency and/or disaster.
- Responsible Person: Linda Coon, Director of Student Services

Most Potential Negative Impact	The agency will fail to maintain records in accordance to requirements.
Level Requires Outside Help	Failure to maintain appropriate records.
Outside Help to Request	SC Archives, SCDOE
Level Requires Inform General Assembly	Failure to maintain appropriate records.
3 General Assembly Options	1. Require agency to collaborate with SCDOE. 2. Require agency to collaborate with SC Archives. 3. Require agency to provide an updated protocol for record maintenance.

Strategy 2.2 By 2016, SCSDB will provide a technology safe environment.

Objective 2.2.1 - SCSDB will fully implement emergency notification systems that are accessible to sensory impaired students

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): The goal is a SMART goal in that the goal is time bound and will improved efficiency and effectiveness in defined agency practices assisting students to realize maximum successes in a safe environment.
- Public Benefit/Intended Outcome: Through an effective and efficient business continuity model, protocols will be in place to ensure student safety to include defined procedures during times of emergency and/or disaster.
- Responsible Person: Trad Robinson, Chief Information Officer

Most Potential Negative Impact	Sensory impaired children will not have emergency notification systems that are accessible.
Level Requires Outside Help	Notification systems are not accessible.
Outside Help to Request	SCDOE-Office of Exceptional Children
Level Requires Inform General Assembly	Notification systems are not accessible.
3 General Assembly Options	1. Work with SCDOE to implement accessible systems. 2. Work with other states to determine accessible systems. 3. Require protocols for such systems.

Objective 2.2.2 - SCSDB will fully implement access control systems.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): The goal is a SMART goal in that the goal is time bound and will improved efficiency and effectiveness in defined agency practices assisting students to realize maximum successes in a safe environment.
- Public Benefit/Intended Outcome: Through an effective and efficient business continuity model, protocols will be in place to ensure student safety to include defined procedures during times of emergency and/or disaster.
- Responsible Person: Trad Robinson, Chief Information Officer

Most Potential Negative Impact	Campus facilities will lack additional security through technology advancements.
Level Requires Outside Help	Failure to provide secure facilities.
Outside Help to Request	SCDOE, Local Law Enforcement
Level Requires Inform General Assembly	Failure to provide secure facilities.
3 General Assembly Options	1. Work with SCDOE to implement accessible systems. 2. Work with other states to determine accessible systems. 3. Require protocols for such systems.

Objective 2.2.3 - SCSDB will maintain updated information secure systems.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): The goal is a SMART goal in that the goal is time bound and will improved efficiency and effectiveness in defined agency practices assisting students to realize maximum successes in a safe environment.
- Public Benefit/Intended Outcome: Through an effective and efficient business continuity model, protocols will be in place to ensure student safety to include defined procedures during times of emergency and/or disaster.

Responsible Person: Trad Robinson, Chief Information Officer

Most Potential Negative Impact	Student safety is a top priority and a current plan that considers protocols for new technology and emergency situations is critical to insure student safety.
Level Requires Outside Help	Failure to maintain an up to date plan.
Outside Help to Request	SCDOE, Local Law Enforcement
Level Requires Inform General Assembly	Failure to maintain an up to date plan.
3 General Assembly Options	1. Insure SCSDB works with the SCDOE in implementing protocols for student safety. 2. Insure that SCSDB collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.

Strategy 2.3 - SCSDB will provide safety related training for staff members on an annual basis.

Objective 2.3.1 - SCSDB will provide emergency training for staff.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): The goal is a SMART goal in that the goal is time bound and will improved efficiency and effectiveness in defined agency practices assisting students to realize maximum successes in a safe environment.
- Public Benefit/Intended Outcome: Through an effective and efficient business continuity model, protocols will be in place to ensure student safety to include defined procedures during times of emergency and/or disaster.
- Responsible Person: Scott Ramsey, Director of Governmental Affairs/Security/Maintenance

Most Potential Negative Impact	Failure to provide safe environment for sensory disabled children
Level Requires Outside Help	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB’s ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.
Outside Help to Request	SCDOE, Spartanburg County Sheriff's Department
Level Requires Inform General Assembly	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.
3 General Assembly Options	1. Insure SCSDB works with the SCDOE in developing a safe learning environment. 2. Insure that SCSDB collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.

Objective 2.3.2 - SCSDB will fully implement a student positive behavior model providing relevant training for staff members.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): The goal is a SMART goal in that the goal is time bound and will improved efficiency and effectiveness in defined agency practices assisting students to realize maximum successes in a safe environment.
- Public Benefit/Intended Outcome: Through an effective and efficient business continuity model, protocols will be in place to ensure student safety to include defined procedures during times of emergency and/or disaster.
- Responsible Person: Sara Kollock, Director of Educational Services

Most Potential Negative Impact	Increased student behavior concerns.
Level Requires Outside Help	Identified areas of concerns from the SCDOE.
Outside Help to Request	SCDOE
Level Requires Inform General Assembly	Failure to provide a safe learning environment.
3 General Assembly Options	1. Require collaboration with SCDOE. 2. Require implementation of program. 3. Require additional training for staff.

Objective 2.3.3 - SCSDB will develop protocols for student medical needs as related to emergency situations and provide appropriate training to staff members.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): The goal is a SMART goal in that the goal is time bound and will improved efficiency and effectiveness in defined agency practices assisting students to realize maximum successes in a safe environment.
- Public Benefit/Intended Outcome: Through an effective and efficient business continuity model, protocols will be in place to ensure student safety to include defined procedures during times of emergency and/or disaster.

Responsible Person: Linda Coon, Director of Student Services

Most Potential Negative Impact	Student safety is a top priority and a current plan that considers protocols for emergency situations is critical to insure student safety.
Level Requires Outside Help	Failure to maintain an up to date plan.
Outside Help to Request	SCDOE, Local Law Enforcement
Level Requires Inform General Assembly	Failure to maintain an up to date plan.
3 General Assembly Options	1. Insure SCSDB works with the SCDOE in implementing protocols for student safety. 2. Insure that SCSDB collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.

Goal 3 - By 2021, SCSDB Division of Outreach Services will be the statewide leader for individuals who are deaf, blind, or sensory multi-disabled through expanded Outreach Services to meet the needs of all sensory impaired children across South Carolina.

- Legal Responsibilities Satisfied: SC Code §59-47-10 *et seq.* Title 59, 20 USC §1400 *et seq.* (Individuals with Disabilities Education Act)
- Public Benefit/Intended Outcome: Individuals with sensory impairments will receive needed services in order to support goals for maximum success.
- Responsible Person: Scott Falcone, Director of Outreach Services

Strategy 3.1 - Expand early intervention services.

Objective 3.1.1 - Expand early intervention services to include sensory impaired 4 year old children in SC.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): This goal is a SMART goal in that it is time bound and will be measured through increased services provided state-wide to individuals with sensory impairments.
- Public Benefit/Intended Outcome: Individuals with sensory impairments will receive needed services in order to support goals for maximum success.
- Responsible Person: Scott Falcone, Director of Outreach Services

Most Potential Negative Impact	Currently SCSDB only provides early intervention services for children ages 0 to 3 that are faced with sensory challenges. A need exists to continue these services through age 5 to ensure these students the greatest chance of future success. If the program is not expanded, a gap will continue to exist in providing specialized instruction to these children and their families.
Level Requires Outside Help	N/A
Outside Help to Request	N/A
Level Requires Inform General Assembly	SCSDB will provide information during budget process to House and Senate Committees to seek the ability to expand services to 4 and 5 year old sensory impaired children.
3 General Assembly Options	1. Approve Budget Authority for SCSDB to expand services. 2. Opt to not expand EI services. 3. N/A

Objective 3.1.2 - Expand early intervention services to include sensory impaired 5 year old children in SC.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): This goal is a SMART goal in that it is time bound and will be measured through increased services provided state-wide to individuals with sensory impairments.
- Public Benefit/Intended Outcome: Individuals with sensory impairments will receive needed services in order to support goals for maximum success.

Responsible Person: Scott Falcone, Director of Outreach Services

Most Potential Negative Impact	Currently SCSDB only provides early intervention services for children ages 0 to 3 that are faced with sensory challenges. A need exists to continue these services through age 5 to ensure these students the greatest chance of future success. If the program is not expanded, a gap will continue to exist in providing specialized instruction to these children and their families.
Level Requires Outside Help	N/A
Outside Help to Request	N/A
Level Requires Inform General Assembly	SCSDB will provide information during budget process to House and Senate Committees to seek the ability to expand services to 4 and 5 year old sensory impaired children.
3 General Assembly Options	1. Approve Budget Authority for SCSDB to expand services. 2. Opt to not expand EI services. 3. N/A

Strategy 3.2 - Expand vision and hearing district services.

Objective 3.2.1 - Expand Outreach Vision Services to meet the demands of local school districts.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): This goal is a SMART goal in that it is time bound and will be measured through increased services provided state-wide to individuals with sensory impairments.
- Public Benefit/Intended Outcome: Individuals with sensory impairments will receive needed services in order to support goals for maximum success.
- Responsible Person: Scott Falcone, Director of Outreach Services

Most Potential Negative Impact	Children with sensory impairments will not receive needed specialized services.
Level Requires Outside Help	District are not able to provide needed instructional services for students.
Outside Help to Request	SCDOE
Level Requires Inform General Assembly	SCSDB will provide information during budget process to House and Senate Committees to provide expanded services.
3 General Assembly Options	1. Approve Budget Authority for SCSDB to expand services. 2. Opt to not expand Vision services. 3. N/A

Objective 3.2.2 - Expand Outreach Hearing Services to meet the demands of local school districts

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): This goal is a SMART goal in that it is time bound and will be measured through increased services provided state-wide to individuals with sensory impairments.
- Public Benefit/Intended Outcome: Individuals with sensory impairments will receive needed services in order to support goals for maximum success.

Responsible Person: Scott Falcone, Director of Outreach Services

Most Potential Negative Impact	Children with sensory impairments will not receive needed specialized services.
Level Requires Outside Help	District are not able to provide needed instructional services for students.
Outside Help to Request	SCDOE
Level Requires Inform General Assembly	SCSDB will provide information during budget process to House and Senate Committees to provide expanded services.
3 General Assembly Options	1. Approve Budget Authority for SCSDB to expand services. 2. Opt to not expand Vision services. 3. N/A

Strategy 3.3 - Expand interpreting services.

Objective 3.3.1 - Expand Interpreting Services to individuals with hearing impairments in SC.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): This goal is a SMART goal in that it is time bound and will be measured through increased services provided state-wide to individuals with sensory impairments.
- Public Benefit/Intended Outcome: Individuals with sensory impairments will receive needed services in order to support goals for maximum success.
- Responsible Person: Scott Falcone, Director of Outreach Services

Most Potential Negative Impact	Individuals with hearing impairments will not receive needed services.
Level Requires Outside Help	Individuals with hearing impairments do not receive required interpreting services.
Outside Help to Request	SCDOE
Level Requires Inform General Assembly	SCSDB will provide information during budget process to House and Senate Committees to provide expanded services.
3 General Assembly Options	1. Approve Budget Authority for SCSDB to expand services. 2. Opt to not expand services. 3. N/A

Objective 3.3.2 - Ensure interpreters have the necessary credentials to serve individuals in SC.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): This goal is a SMART goal in that it is time bound and will be measured through increased services provided state-wide to individuals with sensory impairments.
- Public Benefit/Intended Outcome: Individuals with sensory impairments will receive needed services in order to support goals for maximum success.

Responsible Person: Scott Falcone, Director of Outreach Services

Most Potential Negative Impact	Individuals with hearing impairments will not receive needed services.
Level Requires Outside Help	Individuals with hearing impairments do not receive required interpreting services.
Outside Help to Request	SCDOE
Level Requires Inform General Assembly	SCSDB will provide information during budget process to House and Senate Committees to provide expanded services.
3 General Assembly Options	1. Approve Budget Authority for SCSDB to expand services. 2. Opt to not expand services. 3. N/A

Strategy 3.4 - Update Braille Production Center.

Objective 3.4.1 - Implement Universal English Braille Code.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): This goal is a SMART goal in that it is time bound and will be measured through increased services provided state-wide to individuals with sensory impairments.
- Public Benefit/Intended Outcome: Individuals with sensory impairments will receive needed services in order to support goals for maximum success.
- Responsible Person: Scott Falcone, Director of Outreach Services

Most Potential Negative Impact	Visually impaired children will not have needed, up to date Braille Materials in the new Universal Braille Code
Level Requires Outside Help	Failure to provide needed materials and resources
Outside Help to Request	Budget authority through the budget process.
Level Requires Inform General Assembly	Failure to provide needed materials and resources
3 General Assembly Options	1. Approve Budget Authority for SCSDB to expand services. 2. Opt to not expand services. 3. N/A

Objective 3.4.2 - Provide additional staff support to the Braille Production Center.

- How it is S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time Bound): This goal is a SMART goal in that it is time bound and will be measured through increased services provided state-wide to individuals with sensory impairments.
- Public Benefit/Intended Outcome: Individuals with sensory impairments will receive needed services in order to support goals for maximum success.

Responsible Person: Scott Falcone, Director of Outreach Services

Most Potential Negative Impact	Visually impaired children will not have needed, up to date Braille Materials in the new Universal Braille Code
Level Requires Outside Help	Failure to provide needed materials and resources
Outside Help to Request	Budget authority through the budget process.
Level Requires Inform General Assembly	Failure to provide needed materials and resources
3 General Assembly Options	1. Approve Budget Authority for SCSDB to expand services. 2. Opt to not expand services. 3. N/A

Part II. Agency Relationships and Public Input

Relationships

Note: In the agency's reports to the Committee, it has provided information about its partners, customers and stakeholders.⁴⁵ Notably, the agency may have more than one relationship with an entity.

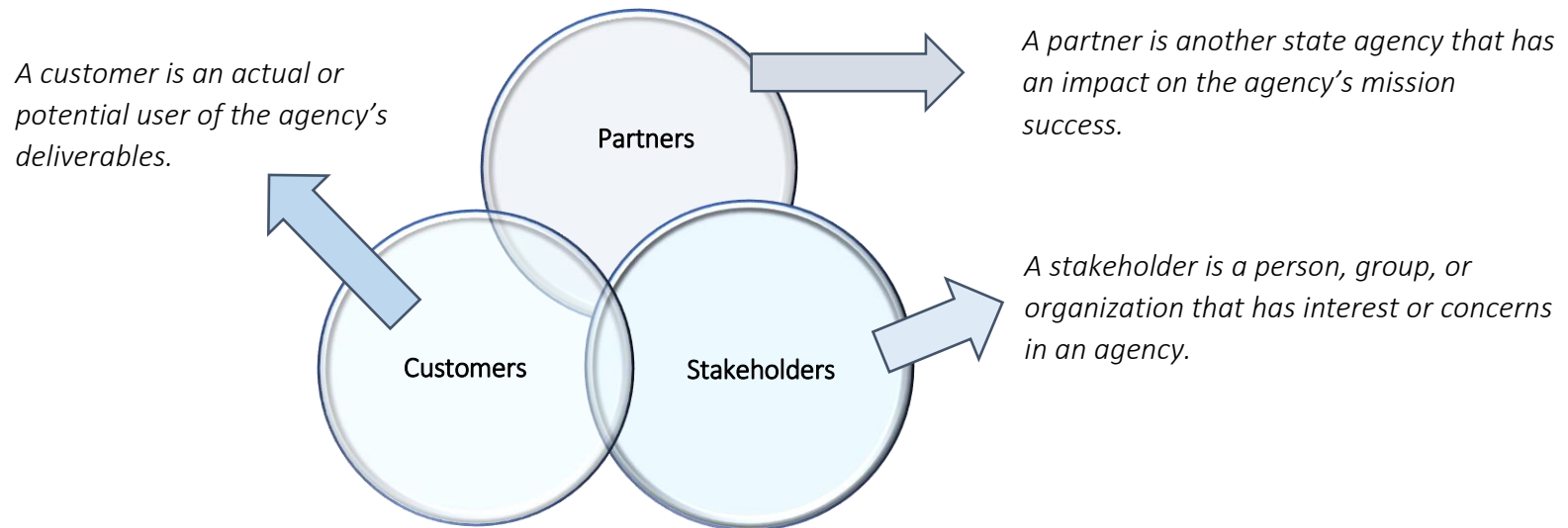


Figure 2. Partners, customers, and stakeholders defined.⁴⁶

Stakeholders and Customers⁴⁷

Customer Segments and Customer Segment Requirements/Expectations

- **Children with Sensory Impairments in South Carolina** - The vision of SCADB is to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.
- **Local School Districts in South Carolina** - The vision of SCADB is to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.

Stakeholder and Stakeholder Requirements/Expectations

Stakeholder Group	Requirements/Expectations
Children with Sensory Impairments in South Carolina	The vision of SCADB is to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.
Parents/Guardians of Children with Sensory Impairments in South Carolina	
Local School Districts in South Carolina	
First Steps/BabyNet	
Spartanburg County First Steps	
SC Department of Education	
Department of Corrections-Leath Correctional Facility	
Statewide Services-Other Agencies/Institutions of Higher Education/Local School Districts/Outside Entities	The vision of SCADB is to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.
USC Upstate, SC State, Converse College, Other Institutions of Higher Education	
Spartanburg School District 7	
Spartanburg School District 6	
Alumni Associations	Partnership allows for support and mentorships for programs and services for children with sensory impairments
South Carolina Association of the Deaf (SCAD)	
National Federation of the Blind (NFB)	
Deaf/Hard of Hearing Partnership	
Deaf Alliance	Partnership allows for support and transition services for children with sensory impairments
Commission for the Blind	
SC Vocational Rehabilitation	

Partners⁴⁸

Agency w/ Impact on Mission Success	Partnership Arrangement Established	Objectives Partner Impacts
First Steps/Baby Net	1) Provide initial assessments of the family’s resources, priorities and concerns and the family’s home and community routines and activities, and develop initial IFSP for children found eligible for BabyNet on the basis of established risk conditions with vision and/or hearing impairments in accordance with 34 CFR 303. (2) Provide ongoing service coordination for children with confirmed or suspected sensory impairments in accordance with applicable IDEA Part C statutes and regulations, and the BabyNet Policy and Procedure Manual. (3) When identified as needed on Individualized Family Service Plans, provide the Part C services of special instruction and/or orientation and mobility for eligible children with confirmed or suspected sensory impairments in accordance with applicable IDEA Part C statutes and regulations, and the BabyNet policy and procedure manual. Delivery of special instruction services requires the use of an age-appropriate curriculum-based assessment.	3.1.1, 3.1.2
Spartanburg County First Steps Head Start Program	The Kelly’s Kids Child Development Center provides services for children ages 6 weeks to 3 years. Located on the Spartanburg campus, the program provides quality, individualized care to eligible children who are deaf, blind, multi-sensory disabled and typically developing.	All Objectives
Local School Districts-Statewide	SCSDB Outreach is the statewide provider of vision and hearing services to children across South Carolina which includes the contracting of vision and hearing teachers/services to all school districts, the production of all braille and large print materials for students in South Carolina, statewide interpreting services, assistive technology services, and orientation/mobility services.	3.2.1, 3.2.2, 3.3.1, 3.3.2, 3.4.1, 3.4.2
SC Department of Education	SCSDB partners with the South Carolina Department of Education to provide the state vision consultant and the state hearing consultant. SCSDB also partners with the South Carolina Department of Education and the South Carolina Department of Corrections (Leath Correctional Institution) to provide braille and large print materials for children in South Carolina.	All Objectives
Department of Corrections-Leath Correctional Facility	SCSDB partners with South Carolina Department of Corrections (Leath Correctional Institution) to provide braille and large print materials for children in South Carolina in the Braille Production Center located at the Leath Correctional Institution.	3.4.1, 3.4.2
Statewide Services-Other Agencies/Institutions of Higher Education/Local School Districts/Outside Entities	SCSDB contracts with other Agencies/Institutions of Higher Education/Local School Districts/Outside Entities to provide interpreting services.	All objectives in Goal 3.
USC Upstate, SC State, Converse College, Other	SCSDB partners with institutions of higher learning to provide internships, practicums, and students teaching experiences for college students.	All objectives in Goal 3.

Institutions of Higher Education		
Spartanburg School District 7	SCSDB partners with this local school district to secure mainstream educational programming for blind/visually impaired students	All objectives in Goals 1 and 2.
Spartanburg School District 6	SCSDB partners with this local school district to secure mainstream educational programming for deaf/hard of hearing students	All objectives in Goals 1 and 2.

Part II. Agency Relationships and Public Input

Public Comments about the Agency

In the Committee’s September 2015 public survey, 289 participants chose to provide opinions about the agency, and a majority were positive.⁴⁹ Of those who expressed an opinion, 54% thought the agency operated better than other state agencies, while 5.9% thought it operated worse. 25.4% said it was about the same.⁵⁰ Notably, 120 participants answered that their opinions were influenced by either personal or business experience with the agency, while another 50 were influenced by a family member, friend, neighbor, or colleague.⁵¹

Written comments about the agency were provided by 84 survey participants; often, those comments addressed more than one topic. Some of the topics addressed in the written comments are listed in Table 3.⁵² The complete verbatim comments can be found online.⁵³ Responses to online surveys posted on the Committee's webpage are provided verbatim as they were received by the Committee. They are not the comments or expression of the House Legislative Oversight Committee, any of its Subcommittees, or the House of Representatives.

Table 4. Some topics addressed by survey participants in written comments about the agency.⁵⁴

Topic	Number of Comments
Necessary function	11
Staff quality (positive or negative)	10
Outreach and Number of facilities	7
Leadership	5
Innovation	5
Not the function of government	5
Internal communications	3
Not the least restrictive environment	3

Part III. Resources: Availability and Allocation

Financial Capital

Available - Sources, amount and any restrictions on use

Note: A brief background on the state budget process is included in Appendix A - State Budget.

Historical information about the agency's budget levels over the past five years is provided in Table 4.

Table 5. Agency budget levels for the past five years - recurring funds.⁵⁵ These amounts do not include Aid to Subdivisions funds.

	Recurring Funding				
	2011-12	2012-13	2013-14	2014-15	2015-16
General	\$13,518,069 BB:\$11,463,580 IP:\$2,500,000 BPI:\$121,601 TBA: -\$567,112	\$14,292,256 BB: \$13,518,069 IP: \$500,000 BPI: \$265,794 AHA: \$8,393	\$15,372,359 BB: \$ 14,283,863 IP: \$ 1,000,000 BPI: \$ 80,103 AHA: \$8,393	\$14,665,250 BB: \$ 15,372,359 IP: -\$898,261 BPI: \$ 191,152	\$14,725,490 BB: \$ 14,665,250 BPI: \$ 60,240
Other	\$15,157,000	\$7,586,574	\$8,320,455	\$8,320,455	\$8,320,455
Federal	\$1,408,321	\$1,139,000	\$1,139,000	\$1,139,000	\$1,139,000
Carry Forward	From 2010-11, available to spend in 2011-12: \$1,452,099.22	From 2011-12, available to spend in 2012-13: \$4,981,403.90	From 2012-13, available to spend in 2013-14: \$7,318,928.45	From 2013-14, available to spend in 2014-15: \$15,670,399.56 CPSA: \$4,447,797.09	From 2014-15, available to spend in 2015-16: \$17,191,101.62 CPSA: \$3,531,056.46
TOTAL agency controls	\$31,535,489	\$27,999,234	\$32,150,742	\$39,795,105	\$41,376,047

Note: BB = Beginning Base; IP = Incremental Part 1A; BPI = BPI, Health Allocation, Trans; AHA = Allocations Held in Arrears; O = Other Funds; TBA=Transfers Between Agencies; CPSA=Capitol Projects State Appropriation

Pass Through Funds

Pass through funds are funds the agency is appropriated, but has no control over because it passes directly through the agency to another entity.⁵⁶ The School for the Deaf and the Blind passes through \$138,256 to the S.C. Association for the Deaf and \$50,000 to the USC Upstate Vision Program. In 2015-2016, the pass through to USC Upstate was included in Proviso 6.12 of the Appropriations Act. The pass through to the Association for the Deaf was included in Part 1A Section 6 of the 2015-2016 Appropriations Act under Special Items related to the School for the Deaf and the Blind.

Table 6. Agency budget levels for the past five years - nonrecurring funds.⁵⁷

Non-Recurring Funding					
	2011-12	2012-13	2013-14	2014-15	2015-16
General	\$501,948	\$1,477,550	\$1,105,000	\$0	\$881,461
Capital Reserve Fund	\$7,551,240	\$0	\$0	\$0	\$0
Lottery Proceeds	\$200,000	\$450,000	\$200,000	\$200,000	\$200,000
EIA	\$0	\$7,176,110	\$7,176,110	\$7,439,286	\$7,439,286
TOTAL	\$8,253,188	\$9,103,660	\$8,281,110	\$7,639,286	\$8,520,747

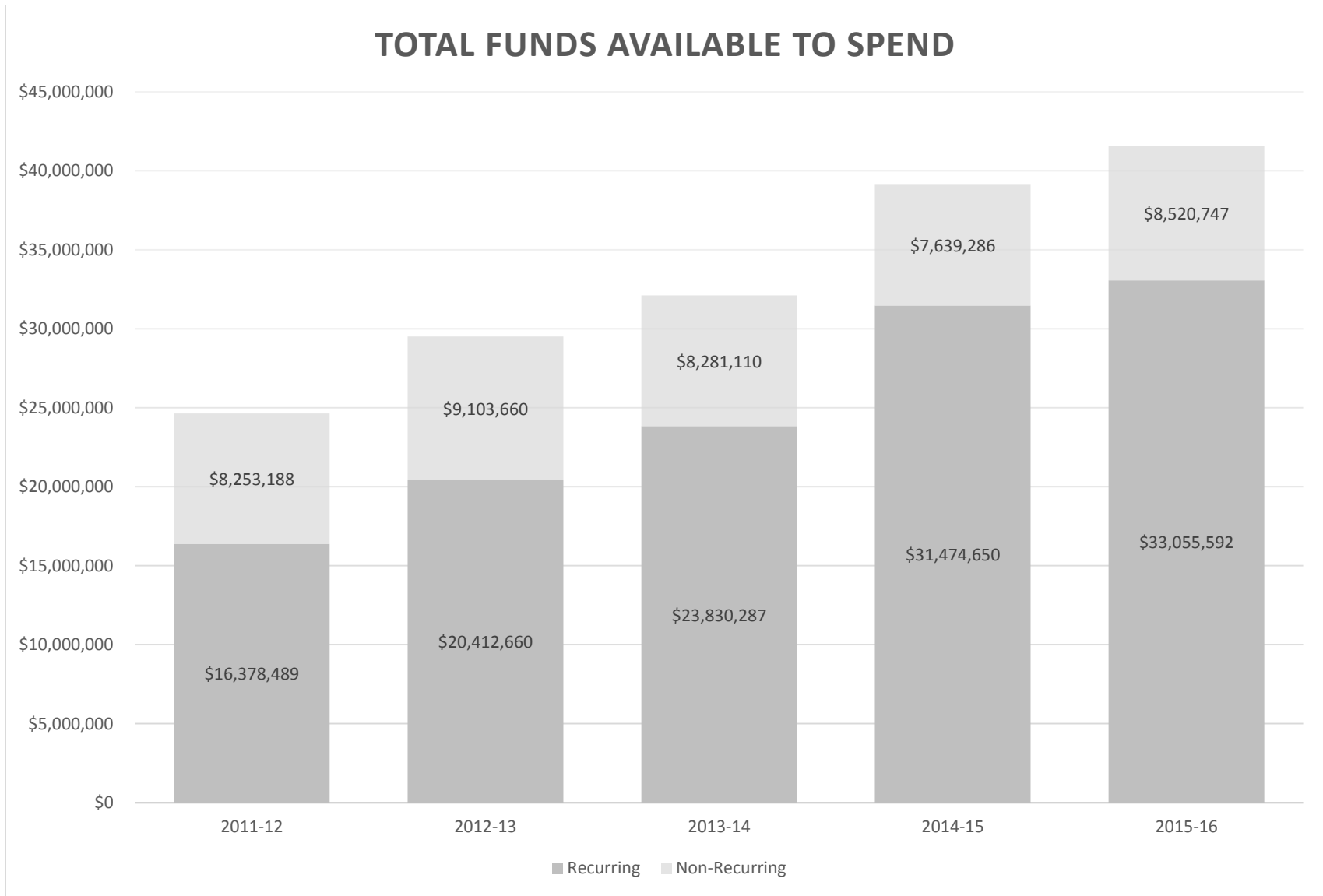


Figure 3. Total available funding for the agency during the past five years.⁵⁸

Part III. Resources: Availability and Allocation

Financial Capital

Strategic Allocation - Amount budgeted to, and spent on, each Objective in the Strategic Plan

Note: There is only one year of information available for allocation of funding by objective as this is a new process for state agencies. Previously agencies only allocated funding by program.

Information on how the agency spent the money available to it by objective and, if applicable, unrelated purpose, is set forth in Table 5.

Table 7. Agency funds available to spend in 2015-16 and where the agency budgeted to spend those funds.⁵⁹

Source of Funds	Totals	General Fund Appropriation	Technology Replacement	Department of Education Funds*	Other Revenue (Medicaid, E-Rate, General Revenue)	Education Grants**	US Department of Agriculture
State/Federal/ Other	Totals	State	Other	Other	Other	Federal	Federal
Restrictions on how agency is able to spend the funds from this source:	N/A	N/A	Technology replacement and improvements	Each stream has different limitations as set forth by SCDOE.	N/A	Each grant is for a specific purpose and spending must be related.***	School nutrition programs.
Amount estimated to have available to spend this fiscal year:	\$36,105,015	\$16,397,113	\$582,256	\$9,676,825	\$7,548,824	\$1,724,997	\$175,000
Are expenditure of funds tracked through SCEIS?	N/A	Yes	Yes	Yes	Yes	Yes	Yes
Where Agency Budgeted to Spend Money this Year, By Goal							
Goal 1-SCSDB will implement the Profile of the SC Graduate for students with sensory impairments by 2022.	\$15,536,917	\$6,350,105	\$182,256	\$8,379,164	\$0	\$625,392	\$0

Goal 2-SCSDB will ensure students are served in a safe environment on campus in order to realize their maximum success by 2020 through a business continuity plan.	\$14,538,201	\$10,047,008	\$400,000	\$158,264	\$3,757,929	\$0	\$175,000
Goal 3-By 2021, SCSDB Division of Outreach Services will be the statewide leader for individuals who are deaf, blind, or sensory multi-disabled through expanded Outreach Services to meet the needs of all sensory impaired children across South Carolina.	\$6,029,897	\$0	\$0	\$1,139,397	\$3,790,895	\$1,099,605	\$0
Total Budgeted to Spend on Objectives and Unrelated Purposes	\$36,105,015	\$16,397,113	\$582,256	\$9,676,825	\$7,548,824	\$1,724,997	\$175,000

*PD, Tech PD, Science kits, NBC, EEDA Supplies, Aid to Dist, Tech Initiative, EIA, EFA

**IDEA, Title II, Perkins, PDC, Deaf Blind Grants

***These spending guidelines are detailed in the SCDOE funding manual as well as the Grant Award notification

Part III. Resources: Availability and Allocation

Employees

Available - Total number and types

Note: A brief background on the different types of state employees is included in Appendix B - State Employees.

Historical information about the agency's available and filled full time equivalent (FTE) employee positions over the past five years as well as filled non-FTE employees is provided in Table 7. The numbers for 2011-12 through 2014-15 are as of June each year, the last month in that fiscal year. The figures for 2015-16 are as November 2015.

Table 8. Agency employee levels for the past five years.⁶⁰

General Fund Full Time Equivalent Positions (FTEs)					
	Jun-11	Jun-12	Jun-13	Jun-14	Nov-15
Authorized	240.76	189.65	103.39	189.77	181.18
Filled	162.95	144.669	88.664	158.457	159.052
Unfilled	77.81	44.981	14.726	31.313	22.128

Total FTEs (General + Other + Federal)					
	Jun-11	Jun-12	Jun-13	Jun-14	Nov-15
Authorized	388.23	354.57	234.03	307.45	295.49
Filled	282.180	251.676	252.716	254.253	260.024
Unfilled	106.050	102.894	-18.686	53.197	35.466

Non-FTE Employees					
	Jun-11	Jun-12	Jun-13	Jun-14	Nov-15
Temporary*	32	17	14	16	55
Temporary Grant	11	10	3	2	1
Time Limited**	30	32	43	33	43
Total	73	59	60	51	99

*This count varies depending upon when the number is pulled. The count is smaller during the summer months when school is not in session and substitutes are not needed. However, summer temporary counts can include summer camp, extended school year services, and times when 42 week staff may work during the summer for training, opening/closing school, etc.

**Time Limited positions are dependent upon service needs and available funding. The majority of these positions are in Outreach Programs for school district services.

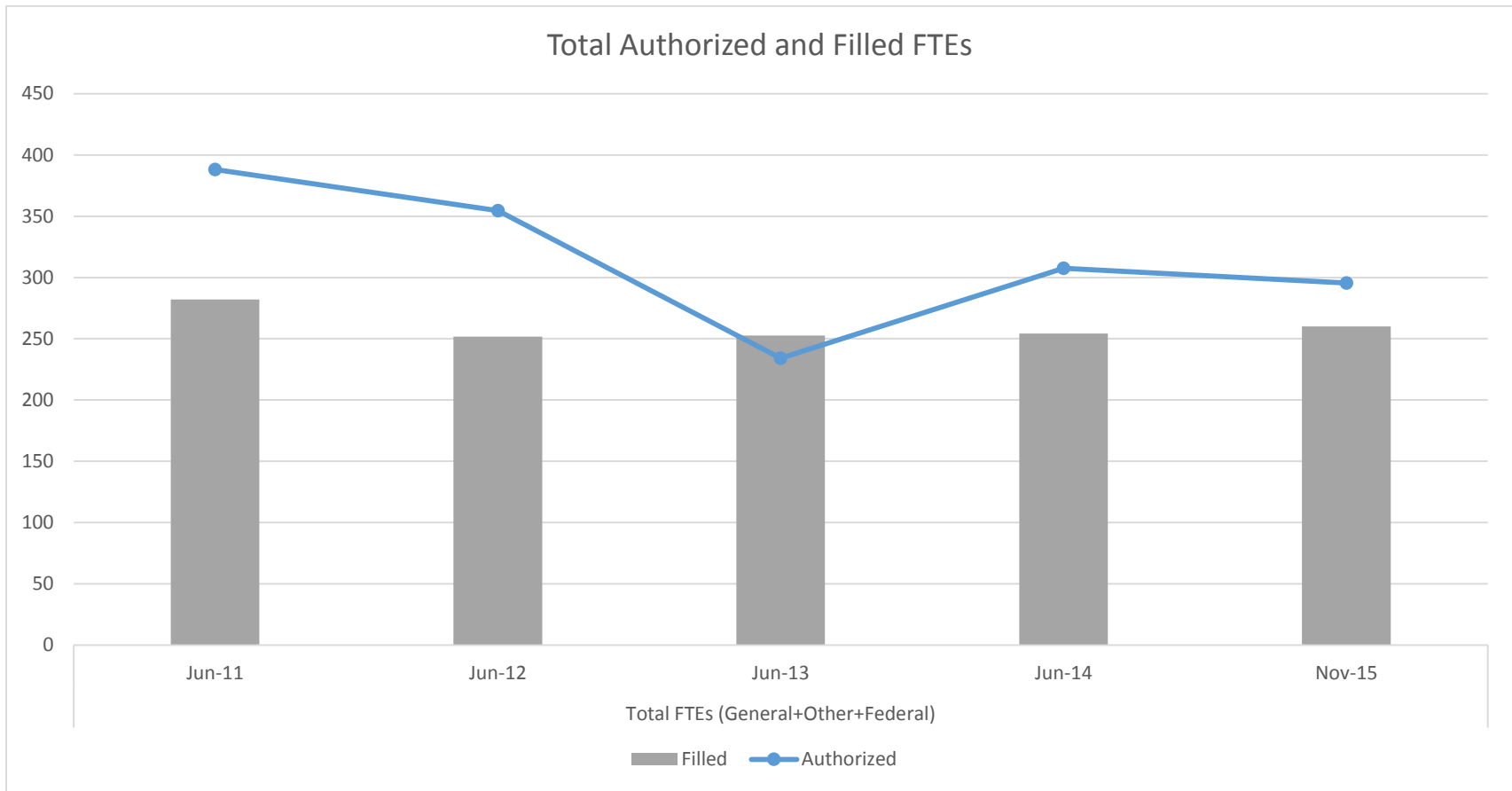


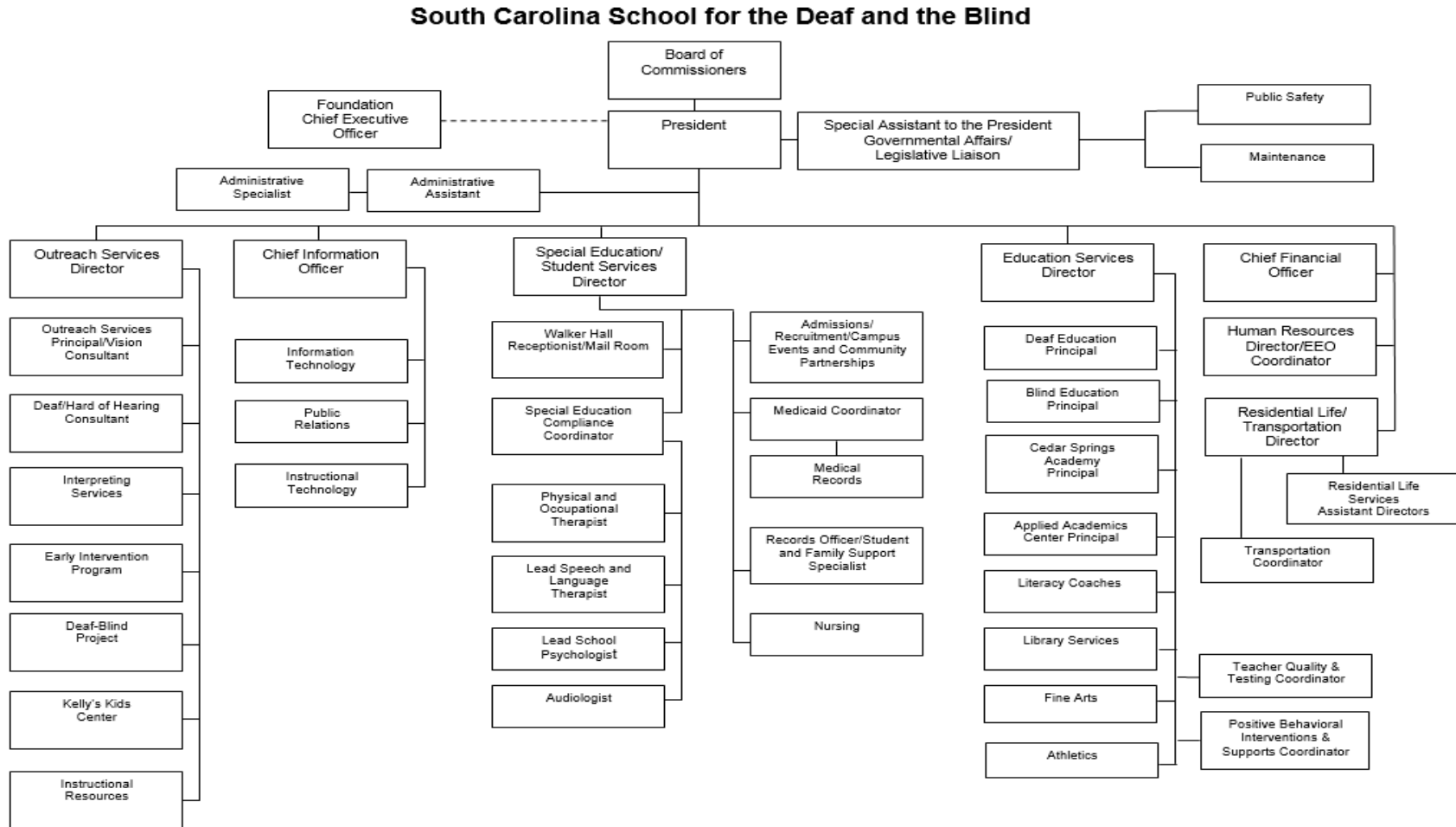
Figure 4. Authorized and filled positions at the agency during the past five years.⁶¹

Part III. Resources: Availability and Allocation

Employees

*Strategic Allocation*⁶²

Figure 5. Agency's current organizational chart.



2/24/15

Table 9. Current agency leadership

Page B. McCraw	President
Scott Ramsey	Special Assistant to the President, Governmental Affairs/Legislative Liaison, Maintenance, Security
Scott Falcone	Statewide Outreach Services Director
Trad Robinson	Chief Information Officer
Linda Coon	Special Education/Student Services Director
Sara Kollock	Education Services Director
Ben Riddle	Chief Financial Officer
Monique Callaham	Human Resources Director/EEO Coordinator
John Reynolds	Residential Life Services/Transportation Director
Ann Akerman	CEO, The Walker Foundation

As a result of SCSDB’s recent completion of its strategic planning process, the school’s program areas have been realigned. Agency staff provided the data in table 10 regarding the number of FTEs associated with each program. The table also includes a column explaining which of the program areas in the current Annual Appropriations act corresponds with the new program title. SCSDB intends to seek an update of its program areas in the annual Appropriations Act. The table also delineates the percentage of each program area dedicated to accomplishing each goal.

Table 10. Full time employee equivalents by program area

New Program Area	FTEs	Old Program Area
Education (Goal 1=80%, Goal 2=20%)	102.973	Education, Curriculum ,Foundation
Student Support (Goal 1=70%, Goal 2=30%)	20.106	
Residential (Goal 1=80%, Goal 2=20%)	68.677	
Outreach (Goal 3 = 100%)	36.882	
Administration (approx. 33% per Goal)	16.501	School, Presidents Office, Finance, Human Resources
Physical Support (approx. 33% per Goal)	14.885	President’s Office (Maintenance/Security)

The “number of different physical employees working on this goal or objective” is the number of different employees whose job responsibilities include activities that help the agency accomplish the goal or objective. An employee may spend 100% of the employee’s time working on activities related to that goal or objective, but another employee may only spend 25% or 50% of the time working on that goal or objective and the other 75% or 50% of the time working on activities related to other goals. To account for these situations, information on the “Number of employee equivalents working on this goal or objective,” is also included. The agency calculates this number by adding up the percentage of each employee’s time that goes to the goal or objective and divides the total percentage by 100%. This shows how many employees work on the goal or objective if each employee spent 100% of their time on activities related to that goal or objective. While SCSDB can attribute FTE equivalents to a particular goal, agency staff are not confident FTE equivalents can be attributed at the objective level with validity.

Goal 1 - SCSDB will implement the Profile of the SC Graduate for students with sensory impairments by 2022.

- Responsible Person: Sara Kollock, Director of Educational Services
- Department or Division Summary: The Office of Educational Services oversees the four schools on campus which include the School for the Deaf, the School for the Blind, the Applied Academic Center, and Cedar Springs Academy (Sensory Multi-Disabled School).
- Number of different physical employees working on this Goal: 191
- Number of employee equivalents working on this Goal (if % of time spent by all employees is added together): 162.024

Strategy 1.1 - 100% of SCSDB will meet World Class Knowledge and Skills objectives by 2022.

Objective 1.1.1 - 100% of SCSDB students will meet Brigrance goals.

- Responsible Person: Sara Kollock, Director of Educational Services
- Number of different physical employees working on this Objective: 148

Objective 1.1.2 - 100% of SCSDB students will meet IEP goals.

- Responsible Person: Sara Kollock, Director of Educational Services
- Number of different physical employees working on this Objective: 230

Objective 1.1.3 - SCSDB will implement Read to Succeed for students with sensory disabilities.

- Responsible Person: Sara Kollock, Director of Educational Services
- Number of different physical employees working on this Objective: 148

Objective 1.1.4 - 100% of SCSDB teachers will develop Student Learning Objectives or participate in the Goals Based Evaluation model.

- Responsible Person: Sara Kollock, Director of Educational Services
- Number of different physical employees working on this Objective: 230

Strategy 1.2 - 100% of SCSDB students will be afforded World Class Opportunities by 2020.

Objective 1.2.1 - SCSDB will provide Whole Child experiences for all students.

- Responsible Person: Sara Kollock, Director of Educational Services
- Number of different physical employees working on this Objective: 230

Objective 1.2.2 - SCSDB will seek renewal of AdvancED/SACS CASI Accreditation.

- Responsible Person: Sara Kollock, Director of Educational Services
- Number of different physical employees working on this Objective: 148

Objective 1.2.3 - A transition plan will be developed for all students.

- Responsible Person: Sara Kollock, Director of Educational Services
- Number of different physical employees working on this Objective: 148

Strategy 1.3 - 100% of SCSDB students will be afforded World Class Opportunities by 2020.

Objective 1.3.1 - SCSDB will provide students the opportunity to develop world class characteristics as applicable for sensory impaired students through the Expanded Core Curriculum.

- Responsible Person: Sara Kollock, Director of Educational Services
- Number of different physical employees working on this Objective: 230

Objective 1.3.2 - SCSDB will provide CATE/WBL experiences for students.

- Responsible Person: Sara Kollock, Director of Educational Services
- Number of different physical employees working on this Objective: 148

Objective 1.3.3 - SCSDB will provided students the opportunities to grow as leaders and develop self-advocacy skills.

- Responsible Person: Sara Kollock, Director of Educational Services
- Number of different physical employees working on this Objective: 230

Strategy 1.4 - SCSDB students will be afforded opportunities to grow through World Class Innovations by 2021.

Objective 1.4.1 - SCSDB will provide expanded learning opportunities for students through one to one initiative.

- Responsible Person: Sara Kollock, Director of Educational Services

- Number of different physical employees working on this Objective: 230

Objective 1.4.2 - SCSDB will partner with Vocational Rehabilitation and the Commission for the Blind to provide learning experiences for students.

- Responsible Person: Sara Kollock, Director of Educational Services
- Number of different physical employees working on this Objective: 148

Objective 1.4.3 - SCSDB will provide problem based learning experiences for students.

- Responsible Person: Sara Kollock, Director of Educational Services
- Number of different physical employees working on this Objective: 230

Goal 2 - SCSDB will ensure students are served in a safe environment on campus in order to realize their maximum successes by 2020 through a business continuity plan.

- Responsible People: Scott Ramsey, Director of Governmental Affairs/Security/Maintenance and Linda Coon, Director of Student Services
- Department or Division Summary: The Division for Government Affairs/Security/Maintenance oversees all governmental affairs to include working with the legislative process, annual legislative budget, and coordination of any legislative matters. Additionally, this division provides annual school board training and coordinates participation/training with the South Carolina School Board Association, and assists with policy development for the agency. The security portion of this division includes the securing of contracted services for campus security and related oversight, the supervision of campus safety staff, school resource officers, campus emergency planning, emergency training, and is the key coordinator for emergency events to include inclement weather. The maintenance portion of this division includes campus facilities, grounds, preventive maintenance, safety and accessibility of facilities/grounds, housekeeping (custodial and laundry), coordination as related to capital projects, and any special events.
- Department or Division Summary: The Division for Student Services oversees all matters related to IDEA, the IEP process, student recruitment, admissions, records, student advocacy (coordination with DSS and law enforcement, as needed), civil rights data collection and reporting, special education data collection and reporting, provides oversight as special education director, provides oversight for related services to include nursing, physical therapy, occupation therapy, speech therapy, school psychologists, audiology, Medicaid and Medicaid compliance, student health records, campus medical matters to include services from doctor and nurse practitioner, related training, compliance, and development of needed protocols. Additionally, this division oversees agency accreditation.
- Number of different physical employees working on this Goal: 59
- Number of employee equivalents working on this Goal (if % of time spent by all employees is added together): 51

Strategy 2.1 - By 2020, SCSDB will develop and implement a Master Campus Safety Plan.

Objective 2.1.1 - SCSDB will develop a comprehensive campus safety plan to accommodate students with sensory disabilities.

- Responsible Person: Scott Ramsey, Director of Governmental Affairs/Security/Maintenance
- Number of different physical employees working on this Objective: 24

Objective 2.1.2 - SCSSDB will provide facilities that are safe and conducive to learning for sensory impaired learners.

- Responsible Person: Scott Ramsey, Director of Governmental Affairs/Security/Maintenance
- Number of different physical employees working on this Objective: 39

Objective 2.1.3 - SCSSDB will develop and implement record archiving in accordance to state and federal guidelines.

- Responsible Person: Linda Coon, Director of Student Services
- Number of different physical employees working on this Objective: 24

Strategy 2.2 By 2016, SCSSDB will provide a technology safe environment.

Objective 2.2.1 - SCSSDB will fully implement emergency notification systems that are accessible to sensory impaired students

- Responsible Person: Trad Robinson, Chief Information Officer
- Number of different physical employees working on this Objective: 245

Objective 2.2.2 - SCSSDB will fully implement access control systems.

- Responsible Person: Trad Robinson, Chief Information Officer
- Number of different physical employees working on this Objective: 245

Objective 2.2.3 - SCSSDB will maintain updated information secure systems.

- Responsible Person: Trad Robinson, Chief Information Officer
- Number of different physical employees working on this Objective: 148

Strategy 2.3 - SCSSDB will provide safety related training for staff members on an annual basis.

Objective 2.3.1 - SCSSDB will provide emergency training for staff.

- Responsible Person: Scott Ramsey, Director of Governmental Affairs/Security/Maintenance
- Number of different physical employees working on this Objective: 284

Objective 2.3.2 - SCSSDB will fully implement a student positive behavior model providing relevant training for staff members.

- Responsible Person: Sara Kollock, Director of Educational Services
- Number of different physical employees working on this Objective: 230

Objective 2.3.3 - SCADB will develop protocols for student medical needs as related to emergency situations and provide appropriate training to staff members.

- Responsible Person: Linda Coon, Director of Student Services
- Number of different physical employees working on this Objective: 230

Goal 3 - By 2021, SCADB Division of Outreach Services will be the statewide leader for individuals who are deaf, blind, or sensory multi-disabled through expanded Outreach Services to meet the needs of all sensory impaired children across South Carolina.

- Responsible Person: Scott Falcone, Director of Outreach Services
- Department or Division Summary: The Statewide Division of Outreach Services oversees programs at all three locations to include Spartanburg Campus, Colson Center in Charleston, and Outreach Center in Columbia. Programs of supervision include Braille Production Center, Instructional Resource Center, Kelly's Kids, Interpreting Services, Vision Services, Deaf/Hard of Hearing Services, Early Intervention, First Step Partnerships, and SCDOE Partnerships.
- Number of different physical employees working on this Goal: 50
- Number of employee equivalents working on this Goal (if % of time spent by all employees is added together): 47

Strategy 3.1 - Expand early intervention services.

Objective 3.1.1 - Expand early intervention services to include sensory impaired 4 year old children in SC.

- Responsible Person: Scott Falcone, Director of Outreach Services
- Number of different physical employees working on this Objective: 23

Objective 3.1.2 - Expand early intervention services to include sensory impaired 5 year old children in SC.

- Responsible Person: Scott Falcone, Director of Outreach Services
- Number of different physical employees working on this Objective: 23

Strategy 3.2 - Expand vision and hearing district services.

Objective 3.2.1 - Expand Outreach Vision Services to meet the demands of local school districts.

- Responsible Person: Scott Falcone, Director of Outreach Services
- Number of different physical employees working on this Objective: 17

Objective 3.2.2 - Expand Outreach Hearing Services to meet the demands of local school districts

- Responsible Person: Scott Falcone, Director of Outreach Services
- Number of different physical employees working on this Objective: 17

Strategy 3.3 - Expand interpreting services.

Objective 3.3.1 - Expand Interpreting Services to individuals with hearing impairments in SC.

- Responsible Person: Scott Falcone, Director of Outreach Services
- Number of different physical employees working on this Objective: 7

Objective 3.3.2 - Ensure interpreters have the necessary credentials to serve individuals in SC.

- Responsible Person: Scott Falcone, Director of Outreach Services
- Number of different physical employees working on this Objective: 8

Strategy 3.4 - Update Braille Production Center.

Objective 3.4.1 - Implement Universal English Braille Code.

- Responsible Person: Scott Falcone, Director of Outreach Services
- Number of different physical employees working on this Objective: 4

Objective 3.4.2 - Provide additional staff support to the Braille Production Center.

- Responsible Person: Scott Falcone, Director of Outreach Services
- Number of different physical employees working on this Objective: 4

Part IV. Agency Performance and Recommendations

Types of Measures Utilized⁶³ and Types, Targets, and Results of Measures⁶⁴

There are four types of performance measures, which are explained below. The subcommittee indicated it is looking for efficiency and outcome measures.

- **Inputs** are human or material resources used, such as number of staff hours or classroom space used to conduct welfare-to-work programs.
- **Outputs** are the amount of service, effort, or activity produced or delivered, such as number of clients receiving job training or number of students in AP courses.
- **Efficiency** measures are the amount of output or outcome achieved in terms of input, such as cost per participant in welfare-to-work programs, or cost per student.
- **Outcomes** are results or the effectiveness of a service or effort, such as the number of clients employed for at least half time within six months of job training or the percentage of students who graduate from high school.

While the agency may assert a performance measure is a certain type (e.g., efficiency, outcome, etc.), the Subcommittee may or may not agree.

Under the description of the performance measure in the “Performance Measure” column, is the type of measure the agency indicated it considered the measure in its 2016 Annual Restructuring Report. An explanation of the type of measures are on the previous page. Also, in the “Why Chosen?” column, there is the one of the following in parenthesis, “State,” “Federal,” or “Agency Selected.” In the 2016 Annual Restructuring Report, for each performance measure, the agency was asked to indicate whether the state or federal government required the agency to track the measure or whether it was a measure the agency selected. Actual results for the performance measures are as of June 30 each year, the end of the fiscal year. The targets and minimum acceptable result levels are set by the agency.

Part IV. Agency Performance and Recommendations

Types, Targets, and Results of Measures⁶⁵

Goal 1 - SCSDB will implement the Profile of the SC Graduate for students with sensory impairments by 2022.

Strategy 1.1 - 100% of SCSDB will meet World Class Knowledge and Skills objectives by 2022.

Objective 1.1.1 - 100% of SCSDB students will meet Brigance goals.

- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
Brigance Goals	Education Oversight Committee State Accountability Measure	July 1 - June 30	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure

Results		
	Target	Actual
2013-14	N/A	89%
2014-15	100%	95%
2015-16	100%	

Objective 1.1.2 - 100% of SCSDB students will meet IEP goals.

- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
IEP Goal Performance	Education Oversight Committee State Accountability Measure	July 1 - June 30	IEP Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure

Results		
	Target	Actual
2013-14	N/A	90%
2014-15	100%	83%
2015-16	100%	

Objective 1.1.3 - SCSDB will implement Read to Succeed for students with sensory disabilities.

- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
Brigance Goals/IEP Goal Performance	Education Oversight Committee State Accountability Measure	July 1 - June 30	Brigance and IEP Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure

Results		
	Target	Actual
2013-14	N/A	89%/90%
2014-15	100%/100%	95%/83%
2015-16	100%/100%	

Objective 1.1.4 - 100% of SCSDB teachers will develop Student Learning Objectives or participate in the Goals Based Evaluation model.

- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
% of teachers participating in SLO or GBE Model	Currently, under federal requirement and SCDOE accountability requirements, SC teachers are required to be evaluated under the SLO/Goals Based Evaluation Model.	July 1 - June 30	Teacher Quality Data/ADEPT	Annual	Percentage of teachers participating on an annual basis

Results		
	Target	Actual
2013-14	N/A	N/A - New Measure
2014-15	N/A - New Measure	N/A - New Measure
2015-16	100%	

Strategy 1.2 - 100% of SCSDB students will be afforded World Class Opportunities by 2020.

Objective 1.2.1 - SCSDB will provide Whole Child experiences for all students.

- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
Whole Child-Challenged, Engaged, Supported, Healthy, Secure/Safe	With the implementation of the Profile of the SC Graduate, ASCD's Whole Child Initiative provides a potential tool to measure areas beyond assessment data that aligns to the new profile set by the SCDOE.	July 1 - June 30	SCSDB Dashboard Data	Annual	Total/Percentage of Participation

Results		
	Target	Actual
2013-14	N/A	N/A
2014-15	N/A	N/A
2015-16	100%	

Objective 1.2.2 - SCSDB will seek renewal of AdvancED/SACS CASI Accreditation.

- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
Achievement of continued accreditation in April, 2017	Accreditation provides quality assurance.	Accreditation Visit, March, 2017, 5 year accreditation	AdvancEd Accreditation Report	Every 5 years	Achievement of AdvancEd Accreditation

Results		
	Target	Actual
2013-14	N/A	N/A
2014-15	N/A	N/A
2015-16	N/A	N/A

Objective 1.2.3 - A transition plan will be developed for all students.

- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
Graduates Employed / Enrolled in Post-Secondary Programs	The ultimate transition of students to a successful path beyond SCSDB is a critical goal.	July 1 - June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure

Results		
	Target	Actual
2013-14	N/A	65%
2014-15	100%	95%
2015-16	100%	

Strategy 1.3 - 100% of SCSDB students will be afforded World Class Opportunities by 2020.

Objective 1.3.1 - SCSDB will provide students the opportunity to develop world class characteristics as applicable for sensory impaired students through the Expanded Core Curriculum.

- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
Whole Child Measures	ASCD Program--provides view of developing the whole child	July 1 - June 30th	SCSDB Dashboard Data	Annual	Total/Percentage of Participation

Results		
	Target	Actual
2013-14	N/A	N/A
2014-15	N/A	N/A
2015-16	50% or more participation in all areas	

Objective 1.3.2 - SCSDB will provide CATE/WBL experiences for students.

- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
Participation in Work Based Learning Programs	Education Oversight Committee State Accountability Measure	July 1st-June 30th	SCSDB Dashboard	Annual	Total

Results		
	Target	Actual
2013-14	N/A	65%
2014-15	50%	39%
2015-16	50%	

Objective 1.3.3 - SCSDB will provided students the opportunities to grow as leaders and develop self-advocacy skills.

- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
Whole Child Measures	A great need exists to insure students have the self-advocacy skills needed for future success.	July 1 - June 30th	SCSDB Dashboard Data	Annual	Total/Percentage of Participation

Results		
	Target	Actual
2013-14	N/A	N/A-New
2014-15	N/A	N/A - New
2015-16	N/A	N/A - New

Strategy 1.4 - SCSDB students will be afforded opportunities to grow through World Class Innovations by 2021.

Objective 1.4.1 - SCSDB will provide expanded learning opportunities for students through one to one initiative.

- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
One to One Devices- iPads/iOS Devices, MacBooks	iPads/Macbooks are the devices used for one to one program in school programs.	July 1st-June 30th	Technology Data	Annual	Total

Results		
	Target	Actual
2013-14	N/A	138, 201
2014-15	As needed	138, 201
2015-16	As needed	

Objective 1.4.2 - SCSDB will partner with Vocational Rehabilitation and the Commission for the Blind to provide learning experiences for students.

- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
Participation in Work Based Learning Programs	Education Oversight Committee State Accountability Measure	July 1st-June 30th	SCSDB Dashboard	Annual	Total

Results		
	Target	Actual
2013-14		65%
2014-15	50%	39%
2015-16	50%	

Objective 1.4.3 - SCSDB will provide problem based learning experiences for students.

- Public Benefit/Intended Outcome: SCSDB will ensure the students served reach their maximum potentials through meeting the accountability measures established by the South Carolina Department of Education and the Education Oversight Committee.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
Participation in Problem/Project Based Learning Experiences	Although this is not a required measure at this time, this measure appears at the point that it will be a part of the new accountability system in SC for schools based on the Profile of the SC Graduate	July 1st-June 30th	SCSDB Dashboard	Annual	Total

Results		
	Target	Actual
2013-14	N/A	N/A-New
2014-15	N/A	N/A - New
2015-16	N/A	N/A - New

Goal 2 - SCSDB will ensure students are served in a safe environment on campus in order to realize their maximum successes by 2020 through a business continuity plan.

Strategy 2.1 - By 2020, SCSDB will develop and implement a Master Campus Safety Plan.

Objective 2.1.1 - SCSDB will develop a comprehensive campus safety plan to accommodate students with sensory disabilities.

- Public Benefit/Intended Outcome: Through an effective and efficient business continuity model, protocols will be in place to ensure student safety to include defined procedures during times of emergency and/or disaster.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
Completion of Plan	Changes in technology and flood event brought about a recognition to update current plan.	July 1st-June 30th	Plan Completion with Annual Updates	Annual	Plan Completion with Annual Updates

Results		
	Target	Actual
2013-14	N/A	Existing Plan
2014-15	Existing Plan	Existing Plan
2015-16	Existing Plan	N/A - New

Objective 2.1.2 - SCSSDB will provide facilities that are safe and conducive to learning for sensory impaired learners.

- Public Benefit/Intended Outcome: Through an effective and efficient business continuity model, protocols will be in place to ensure student safety to include defined procedures during times of emergency and/or disaster.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
Completion of Career Center and Deaf Elementary School	A need exists to provide updated facilities for students served.	2020	Completion of Capital Projects	Annual	Annual Progress

Results		
	Target	Actual
2013-14	N/A	N/A
2014-15	N/A	N/A
2015-16	Begin construction on career center and request funding for deaf elementary school	

Objective 2.1.3 - SCsDB will develop and implement record archiving in accordance to state and federal guidelines.

- Public Benefit/Intended Outcome: Through an effective and efficient business continuity model, protocols will be in place to ensure student safety to include defined procedures during times of emergency and/or disaster.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
Completion of Record Archiving Review	State agencies are required to follow state archive record protocols.	2015-2022	Agency Dashboard	Annual	Completion of Archiving/Collaboration with State Archives, Digitization of Records

Results		
	Target	Actual
2013-14	N/A	N/A
2014-15	N/A	N/A
2015-16	Complete professional development on record archiving/audit existing records.	

Strategy 2.2 By 2016, SCsDB will provide a technology safe environment.

Objective 2.2.1 - SCsDB will fully implement emergency notification systems that are accessible to sensory impaired students

- Public Benefit/Intended Outcome: Through an effective and efficient business continuity model, protocols will be in place to ensure student safety to include defined procedures during times of emergency and/or disaster.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
Building Emergency Notification System-LED Signs	Accessible emergency notification systems are critical for sensory impaired children.	July 1st-June 30th	Technology Data	Annual	Total

Results		
	Target	Actual
2013-14	N/A	138
2014-15	138	138
2015-16	Additional as needed	

Objective 2.2.2 - SCsDB will fully implement access control systems.

- Public Benefit/Intended Outcome: Through an effective and efficient business continuity model, protocols will be in place to ensure student safety to include defined procedures during times of emergency and/or disaster.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
Number of Access Control Systems	Access control systems enhance student safety	July 1st-June 30th	Technology Data	Annual	Total

Results		
	Target	Actual
2013-14	N/A	1
2014-15	5	5
2015-16	Additional as needed	

Objective 2.2.3 - SCsDB will maintain updated information secure systems.

- Public Benefit/Intended Outcome: Through an effective and efficient business continuity model, protocols will be in place to ensure student safety to include defined procedures during times of emergency and/or disaster.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
Development of Established Protocols	A review of plan is warranted to ensure current practices are up to date.	July 1st-June 30th	Protocol Completion with Annual Updates	Annual	Protocol Completion with Annual Updates

Results		
	Target	Actual
2013-14	N/A	N/A
2014-15	N/A	N/A
2015-16	Development of protocols	

Strategy 2.3 - SCSDB will provide safety related training for staff members on an annual basis.

Objective 2.3.1 - SCSDB will provide emergency training for staff.

- Public Benefit/Intended Outcome: Through an effective and efficient business continuity model, protocols will be in place to ensure student safety to include defined procedures during times of emergency and/or disaster.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
Staff Participating in Safety Training	Student and staff safety are critical.	July 1st-June 30th	SCSDB Dashboard	Annual	Total

Results		
	Target	Actual
2013-14	N/A	100%
2014-15	100%	100%
2015-16	100%	

Objective 2.3.2 - SCSDB will fully implement a student positive behavior model providing relevant training for staff members.

- Public Benefit/Intended Outcome: Through an effective and efficient business continuity model, protocols will be in place to ensure student safety to include defined procedures during times of emergency and/or disaster.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
Full Implementation of Program	Need to provide up to date classroom management practices/training to staff.	July 1st-June 30th	SCSDB Dashboard	Annual	Full Implementation

Results		
	Target	Actual
2013-14	N/A	100%
2014-15	Readiness Year	Completed Readiness Process
2015-16	Full Implementation of Program	

Objective 2.3.3 - SCSDB will develop protocols for student medical needs as related to emergency situations and provide appropriate training to staff members.

- Public Benefit/Intended Outcome: Through an effective and efficient business continuity model, protocols will be in place to ensure student safety to include defined procedures during times of emergency and/or disaster.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
Development of Established Protocols	A review of plan is warranted to ensure current practices are up to date.	July 1st-June 30th	Protocol Completion with Annual Updates	Annual	Protocol Completion with Annual Updates

Results		
	Target	Actual
2013-14	N/A	N/A
2014-15	N/A	N/A
2015-16	Development of protocols	

Goal 3 - By 2021, SCSDB Division of Outreach Services will be the statewide leader for individuals who are deaf, blind, or sensory multi-disabled through expanded Outreach Services to meet the needs of all sensory impaired children across South Carolina.

Strategy 3.1 - Expand early intervention services.

Objective 3.1.1 - Expand early intervention services to include sensory impaired 4 year old children in SC.

- Public Benefit/Intended Outcome: Individuals with sensory impairments will receive needed services in order to support goals for maximum success.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
Number of 4 year old children served	Currently SCSDB only provides early intervention services for children ages 0 to 3 that are faced with sensory challenges. A need exists to continue these services through age 5 to ensure these students the greatest chance of future success. Tracking the number of children served will allow SCSDB to track the continued need for services.	2016-2017	Agency Dashboard	Annual	Total Number of Children Served/Services Provided

Results		
	Target	Actual
2013-14	N/A	N/A
2014-15	N/A	N/A
2015-16	New Measure, Budget Authority required to implement	

Objective 3.1.2 - Expand early intervention services to include sensory impaired 5 year old children in SC.

- Public Benefit/Intended Outcome: Individuals with sensory impairments will receive needed services in order to support goals for maximum success.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
Number of 5 year old children served	Currently SCSDB only provides early intervention services for children ages 0 to 3 that are faced with sensory challenges. A need exists to continue these services through age 5 to ensure these students the greatest chance of future success. Tracking the number of children served will allow SCSDB to track the continued need for services.	2017-2018	Agency Dashboard	Annual	Total Number of Children Served/Services Provided

Results		
	Target	Actual
2013-14	N/A	N/A
2014-15	N/A	N/A
2015-16	New Measure, Budget Authority required to implement	

Strategy 3.2 - Expand vision and hearing district services.

Objective 3.2.1 - Expand Outreach Vision Services to meet the demands of local school districts.

- Public Benefit/Intended Outcome: Individuals with sensory impairments will receive needed services in order to support goals for maximum success.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
# of Outreach Vision Services to Local School Districts	Allows agency to track a total of all services provided	July 1st-June 30th	SCSDB Dashboard	Annual	Total

Results		
	Target	Actual
2013-14	N/A	284
2014-15	As needed	277
2015-16	As needed	

Objective 3.2.2 - Expand Outreach Hearing Services to meet the demands of local school districts

- Public Benefit/Intended Outcome: Individuals with sensory impairments will receive needed services in order to support goals for maximum success.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
# of Outreach Hearing Services to Local School Districts	Allows agency to track a total of all services provided	July 1st-June 30th	SCSDB Dashboard	Annual	Total

Results		
	Target	Actual
2013-14	N/A	73
2014-15	As needed	92
2015-16	As needed	

Strategy 3.3 - Expand interpreting services.

Objective 3.3.1 - Expand Interpreting Services to individuals with hearing impairments in SC.

- Public Benefit/Intended Outcome: Individuals with sensory impairments will receive needed services in order to support goals for maximum success.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
# of Customers Served	Allows agency to track a total of all services provided	July 1st-June 30th	SCSDB Dashboard	Annual	Total

Results		
	Target	Actual
2013-14	N/A	103
2014-15	As needed	127
2015-16	As needed	

Objective 3.3.2 - Ensure interpreters have the necessary credentials to serve individuals in SC.

- Public Benefit/Intended Outcome: Individuals with sensory impairments will receive needed services in order to support goals for maximum success.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
% of Certified Interpreters	Allows agency to track a total of all services provided	July 1st-June 30th	SCSDB Dashboard	Annual	Total

Results		
	Target	Actual
2013-14	N/A	100%
2014-15	100%	100%
2015-16	100%	100%

Strategy 3.4 - Update Braille Production Center.

Objective 3.4.1 - Implement Universal English Braille Code.

- Public Benefit/Intended Outcome: Individuals with sensory impairments will receive needed services in order to support goals for maximum success.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
# of Universal Braille Code Materials	The transition to the new Universal Braille Code will begin in 2016	Begin implementation in 2016	Agency Dashboard	Annual	Total number of materials produced

Results		
	Target	Actual
2013-14	N/A - New Measure	N/A - New Measure
2014-15	N/A - New Measure	N/A - New Measure
2015-16	As needed	

Objective 3.4.2 - Provide additional staff support to the Braille Production Center.

- Public Benefit/Intended Outcome: Individuals with sensory impairments will receive needed services in order to support goals for maximum success.

Performance Measure	Why Chosen? (Agency selected)	Time Applicable	Data Source and Availability	Reporting Frequency	Calculation Method
# of staff support in Braille Production Center	SCSDB needs to provide additional time limited staff support	2016-2017	Agency Dashboard	Annual	Total Number of Staff

Results		
	Target	Actual
2013-14	N/A - New Measure	SCSDB has 1 full time staff member
2014-15	SCSDB has 1 full time staff member	SCSDB has 1 full time staff member
2015-16	Additional support as needed	

Part IV. Agency Performance and Recommendations

Agency Recommendations to Improve Efficiency and Outcomes

Note: The agency's recommendations are summarized in Visual Summary Table 2 on page 6.

Major Internal Changes⁶⁶

Change #1: SCSDB is currently holding two director level positions (Director of Curriculum and Instruction and Director of Related Services) in an effort to consolidate programs/services. The role and responsibilities of Curriculum and Instruction are being absorbed within Educational Services with support from agency head. The role and responsibilities of Related Services are being absorbed within Student Services/Special Education. SCSDB anticipates that staff positions at different levels may be required; however, the agency head will continue to monitor to ensure the most effective and efficient delivery model of programs and services for students.

Legislative Changes⁶⁷

SCSDB does not currently recommend any legislative changes.

Part V. Final Agency Program and Law Analysis

Programs Utilized to Accomplish Each Objective⁶⁸

Name of Agency Program	Description of Program	Legal Statute or Proviso Requiring the Program
Education	Specialized instruction and educational services for students who are deaf, blind, and sensory multi-disabled. Educational programming and services are provided through age 21.	SC Code §59-47-10 et seq. Title 59, 20 USC §1400 et seq (Individuals with Disabilities Education Act), 20 USC §2301 et seq (Carl D. Perkins Career and Technical Education Improvement Act of 2006 or Perkins IV), 20 USC 6601 et seq (Title II of the Elementary and Secondary Education Act of 1965), 20 USC 6801 et seq (Title III of the Elementary and Secondary Education Act of 1965), 42 USC. 11431 et seq. (McKinney-Vento Homeless Assistance Act), SC Code §59-155-110 et seq. (SC Read to Succeed Act)
Objectives the Program Helps to Accomplish		
Objective 1.1.1 - 100% of SCSDb students will meet Brigance goals.		
Objective 1.1.2 - 100% of SCSDb students will meet IEP goals.		
Objective 1.1.3 - SCSDb will implement Read to Succeed for students with sensory disabilities.		
Objective 1.1.4 - 100% of SCSDb teachers will develop Student Learning Objectives or participate in the Goals Based Evaluation model.		
Objective 1.2.1 - SCSDb will provide Whole Child experiences for all students.		
Objective 1.2.2 - SCSDb will seek renewal of AdvancED/SACS CASI Accreditation.		
Objective 1.2.3 - A transition plan will be developed for all students.		
Objective 1.3.1 - SCSDb will provide students the opportunity to develop world class characteristics as applicable for sensory impaired students through the Expanded Core Curriculum.		
Objective 1.3.2 - SCSDb will provide CATE/WBL experiences for students.		

Objective 1.3.3 - SCSDB will provided students the opportunities to grow as leaders and develop self-advocacy skills.		
Objective 1.4.1 - SCSDB will provide expanded learning opportunities for students through one to one initiative.		
Objective 1.4.2 - SCSDB will partner with Vocational Rehabilitation and the Commission for the Blind to provide learning experiences for students.		
Objective 1.4.3 - SCSDB will provide problem based learning experiences for students.		
Objective 2.2.1 - SCSDB will fully emergency notification systems that are accessible to sensory impaired students.		
Objective 2.2.2 - SCSDB will fully implement access control systems.		
Objective 2.2.3 - SCSDB will maintain updated information secure systems.		
Objective 2.3.1 - SCSDB will provide emergency training for staff.		
Objective 2.3.2 - SCSDB will fully implement a student positive behavior model providing relevant training for staff members.		
Objective 2.3.3 - SCSDB will develop protocols for student medical needs as related to emergency situations and provide appropriate training to staff members.		
Student Support	Specifically designed support services for students with sensory disabilities.	SC Code §59-47-10 et seq. Title 59, 20 USC §1400 et seq (Individuals with Disabilities Education Act), 20 USC §2301 et seq (Carl D. Perkins Career and Technical Education Improvement Act of 2006 or Perkins IV), 20 USC 6601 et seq (Title II of the Elementary and Secondary Education Act of 1965), 20 USC 6801 et seq (Title III of the Elementary and Secondary Education Act of 1965), 42 USC. 11431 et seq. (McKinney-Vento Homeless Assistance Act), SC Code §59-155-110 et seq. (SC Read to Succeed Act)
Objectives the Program Helps to Accomplish		
Objective 1.1.1 - 100% of SCSDB students will meet Brigance goals.		
Objective 1.1.2 - 100% of SCSDB students will meet IEP goals.		

Objective 1.1.3 - SCSDB will implement Read to Succeed for students with sensory disabilities.
Objective 1.1.4 - 100% of SCSDB teachers will develop Student Learning Objectives or participate in the Goals Based Evaluation model.
Objective 1.2.1 - SCSDB will provide Whole Child experiences for all students.
Objective 1.2.2 - SCSDB will seek renewal of AdvancED/SACS CASI Accreditation.
Objective 1.2.3 - A transition plan will be developed for all students.
Objective 1.3.1 - SCSDB will provide students the opportunity to develop world class characteristics as applicable for sensory impaired students through the Expanded Core Curriculum.
Objective 1.3.2 - SCSDB will provide CATE/WBL experiences for students.
Objective 1.3.3 - SCSDB will provided students the opportunities to grow as leaders and develop self-advocacy skills.
Objective 1.4.1 - SCSDB will provide expanded learning opportunities for students through one to one initiative.
Objective 1.4.2 - SCSDB will partner with Vocational Rehabilitation and the Commission for the Blind to provide learning experiences for students.
Objective 1.4.3 - SCSDB will provide problem based learning experiences for students.
Objective 2.1.1 - SCSDB will develop a comprehensive campus safety plan to accommodate students with sensory disabilities.
Objective 2.1.2 - SCSDB will provide facilities that are safe and conducive to learning for sensory impaired learners.
Objective 2.1.3 - SCSDB will develop and implement record archiving in accordance to state and federal guidelines.
Objective 2.2.1 - SCSDB will fully emergency notification systems that are accessible to sensory impaired students.
Objective 2.2.2 - SCSDB will fully implement access control systems.
Objective 2.3.1 - SCSDB will provide emergency training for staff.
Objective 2.3.2 - SCSDB will fully implement a student positive behavior model providing relevant training for staff members.

Objective 2.3.3 - SCSDB will develop protocols for student medical needs as related to emergency situations and provide appropriate training to staff members.		
Objective 2.2.3 - SCSDB will maintain updated information secure systems.		
Residential	Provides students with opportunities to learn essential life skills.	SC Code §59-47-10 et seq.
Objectives the Program Helps to Accomplish		
Objective 1.1.2 - 100% of SCSDB students will meet IEP goals.		
Objective 1.1.3 - SCSDB will implement Read to Succeed for students with sensory disabilities.		
Objective 1.2.1 - SCSDB will provide Whole Child experiences for all students.		
Objective 1.3.1 - SCSDB will provide students the opportunity to develop world class characteristics as applicable for sensory impaired students through the Expanded Core Curriculum.		
Objective 1.3.3 - SCSDB will provided students the opportunities to grow as leaders and develop self-advocacy skills.		
Objective 1.4.1 - SCSDB will provide expanded learning opportunities for students through one to one initiative.		
Objective 1.4.3 - SCSDB will provide problem based learning experiences for students.		
Objective 2.2.1 - SCSDB will fully emergency notification systems that are accessible to sensory impaired students.		
Objective 2.2.2 - SCSDB will fully implement access control systems.		
Objective 2.3.1 - SCSDB will provide emergency training for staff.		
Objective 2.3.2 - SCSDB will fully implement a student positive behavior model providing relevant training for staff members.		
Objective 2.3.3 - SCSDB will develop protocols for student medical needs as related to emergency situations and provide appropriate training to related staff members.		

Outreach	The provision of services to individuals with sensory disabilities, their families, and the professionals who serve them.	SC Code §59-47-10 et seq. Title 59, 20 USC §1400 et seq (Individuals with Disabilities Education Act)
Objectives the Program Helps to Accomplish		
Objective 2.3.1 - SCSDB will provide emergency training for staff.		
Objective 3.1.1 - Expand early intervention services to include sensory impaired 4 year old children in SC.		
Objective 3.1.2 - Expand early intervention services to include sensory impaired 5 year old children in SC.		
Objective 3.2.1 - Expand Outreach Vision Services to meet the demands of local school districts.		
Objective 3.2.2 - Expand Outreach Hearing Services to meet the demands of local school districts.		
Objective 3.3.1 - Expand Interpreting Services to individuals with hearing impairments in SC.		
Objective 3.3.2 - Ensure interpreters have the necessary credentials to serve individuals in SC.		
Objective 3.4.1 - Implement Universal Braille English Code		
Objective 3.4.2 - Provide additional staff support to the Braille Production Center.		
Administration	Provides logistical support for all other program areas, strategic leadership, and oversight of compliance with regulatory standards.	SC Code §59-47-10 et seq. Title 59, 20 USC §1400 et seq (Individuals with Disabilities Education Act), 20 USC §2301 et seq (Carl D. Perkins Career and Technical Education Improvement Act of 2006 or Perkins IV), 20 USC 6601 et seq (Title II of the Elementary and Secondary Education Act of 1965), 20 USC 6801 et seq (Title III of the Elementary and Secondary Education Act of 1965), 42 USC. 11431 et seq. (McKinney-Vento Homeless Assistance Act), SC Code §59-155-110 et seq. (SC Read to Succeed Act)
Objectives the Program Helps to Accomplish		
Objective 1.1.1 - 100% of SCSDB students will meet Brigance goals.		

Objective 1.1.2 - 100% of SCSDB students will meet IEP goals.
Objective 1.1.3 - SCSDB will implement Read to Succeed for students with sensory disabilities.
Objective 1.1.4 - 100% of SCSDB teachers will develop Student Learning Objectives or participate in the Goals Based Evaluation model.
Objective 1.2.1 - SCSDB will provide Whole Child experiences for all students.
Objective 1.2.2 - SCSDB will seek renewal of AdvancED/SACS CASI Accreditation.
Objective 1.2.3 - A transition plan will be developed for all students.
Objective 1.3.1 - SCSDB will provide students the opportunity to develop world class characteristics as applicable for sensory impaired students through the Expanded Core Curriculum.
Objective 1.3.2 - SCSDB will provide CATE/WBL experiences for students.
Objective 1.3.3 - SCSDB will provided students the opportunities to grow as leaders and develop self-advocacy skills.
Objective 1.4.1 - SCSDB will provide expanded learning opportunities for students through one to one initiative.
Objective 1.4.2 - SCSDB will partner with Vocational Rehabilitation and the Commission for the Blind to provide learning experiences for students.
Objective 1.4.3 - SCSDB will provide problem based learning experiences for students.
Objective 2.1.1 - SCSDB will develop a comprehensive campus safety plan to accommodate students with sensory disabilities.
Objective 2.1.2 - SCSDB will provide facilities that are safe and conducive to learning for sensory impaired learners.
Objective 2.1.3 - SCSDB will develop and implement record archiving in accordance to state and federal guidelines.
Objective 2.2.1 - SCSDB will fully emergency notification systems that are accessible to sensory impaired students.
Objective 2.2.2 - SCSDB will fully implement access control systems.
Objective 2.2.3 - SCSDB will maintain updated information secure systems.
Objective 2.3.1 - SCSDB will provide emergency training for staff.

Objective 2.3.2 - SCSDB will fully implement a student positive behavior model providing relevant training for staff members.		
Objective 2.3.3 - SCSDB will develop protocols for student medical needs as related to emergency situations and provide appropriate training to staff members.		
Objective 3.1.1 - Expand early intervention services to include sensory impaired 4 year old children in SC.		
Objective 3.1.2 - Expand early intervention services to include sensory impaired 5 year old children in SC.		
Objective 3.2.1 - Expand Outreach Vision Services to meet the demands of local school districts.		
Objective 3.2.2 - Expand Outreach Hearing Services to meet the demands of local school districts.		
Objective 3.3.1 - Expand Interpreting Services to individuals with hearing impairments in SC.		
Objective 3.3.2 - Ensure interpreters have the necessary credentials to serve individuals in SC.		
Objective 3.4.1 - Implement Universal English Braille Code		
Objective 3.4.2 - Provide additional staff support to the Braille Production Center.		
Physical Support	Responsible for the development, maintenance, housekeeping, and grounds keeping of the 160 acre, 38 building, 162 year-old campus.	SC Code §59-47-10 et seq. Title 59, 20 USC §1400 et seq (Individuals with Disabilities Education Act)
Objectives the Program Helps to Accomplish		
Objective 2.1.2 - SCSDB will provide facilities that are safe and conducive to learning for sensory impaired learners.		
Objective 2.2.1 - SCSDB will fully emergency notification systems that are accessible to sensory impaired students.		
Objective 2.2.2 - SCSDB will fully implement access control systems.		
Objective 2.3.1 - SCSDB will provide emergency training for staff.		

Part V. Final Agency Program and Law Analysis

Final Law Analysis to Remove Archaic Language

The agency did not recommend any statutes, regulations or provisos (laws) be revised or eliminated due to the law including archaic language or to ensure the law matched with current agency practices.

APPENDIX A. GENERAL APPROPRIATIONS ACT BACKGROUND

State government’s **total budget**, which is found each year in the appropriations act, is **made up of three funds: federal, general, and other**. The annual appropriations act authorizes a maximum amount that agencies may spend for the fiscal year. The General Assembly may adjust the agencies’ authorizations. The state’s general fund, on the other hand, is South Carolina’s bank account; those are the taxes and fees that are available to the General Assembly to appropriate every year.

Table 11. Background on the budget process.

Federal Funds (Fund Code 5000)	<ul style="list-style-type: none"> • Authorization • Examples: Medicaid; Education; Higher Education – Research and financial aid grants; Federal gas tax
Other Funds (State Earmarked = Fund Code 3000) (State Restricted = Fund Code 4000)	<ul style="list-style-type: none"> • Authorization • State Earmarked (a.k.a. Fund Code 3000 or Other Funds) - Special revenues which are to be used for a specific use; typically the revenue is from the agency providing some type of service for which it earns fees and the earmarked funds are those portion of fees that are kept by the agency (i.e. tuition and fees for universities; DNR license fees; etc.) • State Restricted (a.k.a. Fund Code 4000 or Other Funds) - Special deposits, primarily debt service and trust funds; these funds earn interest and the interest goes back into the account (i.e. bonds, trusts, etc.)
General Funds (Fund Code 1000)	<ul style="list-style-type: none"> • Appropriated • South Carolina’s Bank Account

When the funds are authorized or appropriated, it can be **recurring or non-recurring**. Non-recurring dollars are money available to spend on a one-time expense. Examples of funds that are authorized or appropriated on a non-recurring basis include (a) excess money (e.g. projected year end surplus not included in recurring estimate; cash in the bank that exceeded previous year’s estimate; vetoed items sustained by the General Assembly); (b) money from lawsuits where the State is a plaintiff; and (c) capital reserve funds.

The **Annual Appropriations Act** generally consists of three main parts. These parts are provided in Table 12.

Table 12. Main Parts of the Annual Appropriations Act.

Part IA	Part IB	Part II
<ul style="list-style-type: none"> • Establishes funding levels for state agencies • Looks like a “budget” • Also known as the “Dollars” section of the Act 	<ul style="list-style-type: none"> • Temporary laws effective for the fiscal year • Regulates the expenditure of funds appropriated to agencies in Part 1A and may make provisions for the operation of state government • Also known as “provisos” 	<ul style="list-style-type: none"> • Permanent provisions of law • Not included in the annual appropriations act since fiscal year 2000-2001

In previous years, there have also been Part III and even Part IV to the Appropriations Act, which were utilized for various purposes.

The budget process includes three main phases in its **timeline**. These phases are illustrated in Figure 7.



Figure 6. Phases of the budget process.

APPENDIX B - STATE EMPLOYEES

Type of State Employees⁶⁹

The main entity who keeps track of employees is the Division of State Human Resources within the Department of Administration.⁷⁰

There are four main types of state employees which are as follows:

(1) **Temporary** - These positions are full-time or part-time positions created for a period of time not to exceed one year.

(2) **Time-Limited** - These positions are positions established to perform work directly associated with a time-limited project. The main difference between a temporary employee and a time-limited employee is the time-limited employee is employed to work on a particular project, and is employed only until the goals are met or the funding ends for that project.

(3) **Temporary Grant** - These positions are positions established to perform work directly associated with federal grants, public charity grants, private foundation grants, or research grants.

(4) **Full-time Equivalent (FTE)** - Within the full time type of employment (FTE), there are two main groupings, classified and unclassified. Agencies are granted a specific number of classified and unclassified FTE positions as part of the budget process, which must be kept in balance throughout the fiscal year.

(a) **Classified FTE** - In the classified system, each position is assigned to a class. A class is a group of positions sufficiently similar in the duties performed; degree of supervision exercised or received; minimum requirements of education or experience; and the knowledge, skills, and abilities required that the Division of State Human Resources applies the same State class title and the same State salary range to each position in the group. The State class titles are grouped into the following categories: Administrative, Information Services, Education, Health Services, Human Services, Technical Services, Law Enforcement and Regulatory Services, Trade Services, and Agricultural and Natural Resources. Each State class title is assigned to one of 10 State salary ranges, or pay bands. The classified system is governed by sections 19-702 and 19-705 of the State Human Resources Regulations, Classification Plan and Classified Employee Pay Plan.

(b) **Unclassified FTE** - In the unclassified system, each position is assigned to an unclassified State title. Unlike the classified system, however, unclassified titles do not have class specifications, which outline examples of the duties performed; degree of supervision exercised or received; minimum requirements of education or experience; the knowledge, skills, and abilities required; and a State salary range for the position. Therefore, State agencies are afforded greater flexibility with unclassified positions than with classified positions. The unclassified system is governed by applicable portions of section 19-706 of the State Human Resources Regulations, Establishment

of Unclassified Positions and Unclassified Employee Pay Plan. There are four distinct groups of unclassified positions:

(b) **Unclassified FTE** (cont.) - There are four distinct groups of unclassified positions:

(1) **Agency heads covered by the Agency Head Salary Commission,**

The compensation of agency heads covered by the Agency Head Salary Commission is governed by the Commission.

(2) **Executive compensation system,**

In the Executive Compensation System, each position is evaluated by the State Division of Human Resources based on the Hay Method of Job Evaluation. Through this evaluation process, each position is assigned a given number of points based on the three attributes of Know-How, Problem-Solving, and Accountability. The sum of these points is then used to calculate a salary range for the specific position. The position is assigned an unclassified title; however, the salary range is tied to the evaluation of the specific position, not the title assigned to the position. Therefore, different positions with the same title may have different Hay evaluations and salary ranges. The Executive Compensation System is primarily utilized for deputy directors or other high level management positions within State agencies.

(3) **Academic personnel, and**

(4) **Unclassified other,** which includes teachers, agency heads not covered by the Agency Head Salary Commission, and other positions exempted from the State Classification and Compensations Plan by the General Assembly.

The compensation of academic personnel and unclassified other positions are governed by the agencies within the provisions the State Human Resources Regulations and other applicable state laws.

ENDNOTES

- ¹ Visual Summary Figure 1 is compiled from information in School for the Deaf and Blind, *2016 Annual Restructuring Report*, found at School for the Deaf and Blind, “2016 Annual Restructuring Report,” under “Citizens’ Interest,” under “House Legislative Oversight Committee Postings and Reports,” and under “School for the Deaf and Blind,” <http://scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee/2016%20ARR/2016%20ARR%20-%20School%20for%20the%20Deaf%20and%20Blind.PDF> (last accessed April 8, 2016); School for the Deaf and Blind, *Program Evaluation Report*, found at School for the Deaf and Blind, “Program Evaluation Report,” under “Citizens’ Interest,” under “House Legislative Oversight Committee Postings and Reports,” and under “School for the Deaf and Blind” <http://scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee/2015%20Program%20Evaluation%20Reports/School%20for%20the%20Deaf%20and%20Blind%20Program%20Evaluation%20Report.PDF> (last accessed April 8, 2016).
- ² Visual Summary Table 1 information is compiled from School for the Deaf and Blind, *2016 Annual Restructuring Report*; School for the Deaf and Blind, *Program Evaluation Report*, Strategically Spent Money Chart.
- ³ School for the Deaf and Blind, *2016 Annual Restructuring Report*, Mission, Vision & Goals Chart.
- ⁴ *Ibid.*
- ⁵ School for the Deaf and Blind, *2016 Annual Restructuring Report*, Restructuring Recommendations and Feedback Chart.
- ⁶ School for the Deaf and Blind, *Program Evaluation Report*, Laws to Further Evaluate Chart.
- ⁷ *SC Constitution*, art. XII, sec. 1. The full text of the SC Constitution is available on the SC General Assembly’s website, “SC Constitution,” <http://www.scstatehouse.gov/scconstitution/scconst.php> (last accessed July 27, 2015).
- ⁸ *SC Code of Laws*, sec. 2-2-5. The full text of the unannotated version of the SC Code of Laws is available on the SC General Assembly’s website, “Code of Laws,” under “South Carolina Law,” <http://www.scstatehouse.gov/code/statmast.php> (last accessed July 7, 2015).
- ⁹ *Ibid.*
- ¹⁰ *SC Code of Laws*, sec. 2-2-20(B).
- ¹¹ SC House of Representatives, House Legislative Oversight Committee, “Standard Practice 9,” under “Citizens’ Interest,” under “House Legislative Oversight Committee Postings and Reports,” and under “Standard Practices,” <http://www.scstatehouse.gov/committeeinfo/HouseLegislativeOversightCommittee/SP06252015.pdf> (last accessed July 5, 2015).
- ¹² *SC Code of Laws*, sec. 2-2-20(A).
- ¹³ *SC Code of Laws*, sec. 2-20-30(C)(1).
- ¹⁴ *SC Code of Laws*, sec. 2-2-20(C).
- ¹⁵ *SC Code of Laws*, sec. 2-2-50.
- ¹⁶ *SC Code of Laws*, sec. 2-2-70.
- ¹⁷ *SC Code of Laws*, sec. 2-2-80 and sec. 2-2-90.
- ¹⁸ *SC Code of Laws*, sec. 2-2-100 through 120.
- ¹⁹ *SC Code of Laws*, sec. 2-2-30(C)(2).
- ²⁰ SC House of Representatives, House Legislative Oversight Committee, “April 14, 2015,” under “House Legislative Oversight Committee Minutes,” and under “House Legislative Oversight Committee Postings and Reports.” <http://www.scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee/FullCommitteeMinutes/April142015.pdf> (last accessed April 19, 2016).
- ²¹ *Ibid.*
- ²² SC House of Representatives, House Legislative Oversight Committee, “2015 Summary - House Legislative Oversight Committee,” under “House Legislative Oversight Committee Postings and Reports.” <http://www.scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee/2015SummaryHouseLegislativeOversightCommittee.pdf> (last accessed April 19, 2016).
- ²³ SC House of Representatives, House Legislative Oversight Committee, “Subcommittees -2015,” under “Citizens’ Interest,” under “House Legislative Oversight Committee Postings and Reports,” <http://www.scstatehouse.gov/committeeinfo/HouseLegislativeOversightCommittee/S1.pdf> (last accessed July 5, 2015).
- ²⁴ *Ibid.*
- ²⁵ Standard Practice 10.4.
- ²⁶ SC House of Representatives, House Legislative Oversight Committee, “September 2015 Survey Results,” under “Citizens’ Interest,” and under “House Legislative Oversight Committee Postings and Reports,” and under “School for the Deaf and Blind” <http://scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee/Survey/September%202015%20Survey%20Results.pdf> (last accessed April 8, 2016). The survey is closed. The survey sought comments from the public about the State Transportation Infrastructure Bank, the School for the Deaf and Blind, the Commission for the Blind, the Department of Public Safety, and the Treasurer’s Office.
- ²⁷ SC House of Representatives, House Legislative Oversight Committee, “Provide feedback about a state agency,” under “Citizens’ Interest,” under “House Legislative Oversight Committee Postings and Reports.”
- ²⁸ SC House of Representatives, House Legislative Oversight Committee, “School for the Deaf and Blind,” under “Committee’s Seven-Year Study Cycle” and under “Agencies Currently Under Study,” <http://scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee/AgencyPHPFiles/SchoolForDeafandBlind.php> (last accessed April 8, 2016).
- ²⁹ Standard Practice 11.1.
- ³⁰ As a staff study is similar to a bill summary, the disclaimer required by House Rule 4.9 for bill summaries prepared by staff has been modified.
- ³¹ Standard Practice 11.4.
- ³² Standard Practice 11.5 -11.7.

³³ Standard Practice 11.8-11.9.

³⁴ *SC Code of Laws*, sec. 2-2-20(C).

³⁵ JoAnn Mitchell Brasington, *The South Carolina School for the Deaf and the Blind 1849-1999* (Spartanburg: SC School for the Deaf and the Blind, 2000); SC School for the Deaf and the Blind, under “History”, under “About Us.” <http://www.scsdb.org/domain/9> (last accessed April 19, 2016).

³⁶ *SC Code of Laws*, sec 59-47-10.

³⁷ SC Secretary of State, under “Search South Carolina State Boards and Commissions.” http://search.scsos.com/boards_commissions/default.aspx (accessed April 19, 2016).

³⁸ School for the Deaf and Blind, *2016 Annual Restructuring Report*, Mission, Vision & Goals Chart.

³⁹ *Ibid.*

⁴⁰ *Ibid.*

⁴¹ *Ibid.*

⁴² Information in this section is compiled from School for the Deaf and Blind, *2016 Annual Restructuring Report*, Mission, Vision & Goals Chart.

⁴³ Information in this section is compiled from School for the Deaf and Blind, *2016 Annual Restructuring Report*, Objective Details Charts.

⁴⁴ Information in this section is compiled from School for the Deaf and Blind, *2016 Annual Restructuring Report*, Mission, Vision & Goals Chart and Strategy, Objectives & Responsibility Chart.

⁴⁵ School for the Deaf and Blind, *2016 Annual Restructuring Report*, Key Partners Chart, Key Customers Chart, and Key Stakeholders Chart; School for the Deaf and Blind, *Program Evaluation Report*, Strategically Planned Partners Chart and Partner Details Chart.

⁴⁶ School for the Deaf and Blind, *2016 Annual Restructuring Report*, Key Partners Chart, Key Customers Chart, and Key Stakeholders Chart.

⁴⁷ Information in this section is compiled from School for the Deaf and Blind, *2016 Annual Restructuring Report*, Key Stakeholders Chart and Key Customers Chart.

⁴⁸ Information in this section is compiled from School for the Deaf and Blind, *2016 Annual Restructuring Report*, Objective Details Charts.

⁴⁹ Information in this section is compiled from SC House of Representatives, House Legislative Oversight Committee, “September 2015 Survey Results,” under “Citizens’ Interest,” and under “House Legislative Oversight Committee Postings and Reports,” and under “School for the Deaf and Blind” <http://scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee/Survey/September%202015%20Survey%20Results.pdf> (last accessed April 8, 2016). The survey is closed. The survey sought comments from the public about the State Transportation Infrastructure Bank, the School for the Deaf and the Blind, the Commission for the Blind, the Department of Public Safety, and the Treasurer’s Office.

⁵⁰ *Ibid.*

⁵¹ *Ibid.*

⁵² *Ibid.*

⁵³ *Ibid.*

⁵⁴ *Ibid.*

⁵⁵ Table 5 information is compiled from a review of documents provided during an interview of Les Boles at the South Carolina Revenue and Fiscal Affairs Office. Les Boles, interviewed by Charles Appleby, June 2015 and February 2016.

⁵⁶ Interview of Les Boles at the South Carolina Revenue and Fiscal Affairs Office. Les Boles interviewed by Charles Appleby, February 2016.

⁵⁷ House Ways and Means Committee considers all non-recurring funding, non-recurring general funds. Interview of House Ways and Means Staff Budget Director, Daniel Boan. Daniel Boan interviewed by Charles Appleby, January 2016.

⁵⁸ Figure 3 information is compiled from a review of documents provided during an interview of Les Boles at the South Carolina Revenue and Fiscal Affairs Office. Les Boles interviewed by Charles Appleby, June 2015 and February 2016.

⁵⁹ School for the Deaf and Blind, *2016 Annual Restructuring Report*, Strategic Budgeting Chart.

⁶⁰ Table 8 information is compiled from the following sources: Authorized - Review of General Appropriations Acts from fiscal year 2011-12 through fiscal year 2015-2016 which are available on the General Assembly’s website under “Legislation,” and under “Budget Bills,” <http://www.scstatehouse.gov/budget.php> (last accessed March 22, 2016); Filled - Charts produced through the South Carolina Enterprise Information System by the South Carolina Department of Administration’s Division of State Human Resources.

⁶¹ Figure 4 information is compiled from the following sources: Authorized - Review of General Appropriations Acts from fiscal year 2011-12 through fiscal year 2015-2016 which are available on the General Assembly’s website under “Legislation,” and under “Budget Bills,” <http://www.scstatehouse.gov/budget.php> (last accessed September 26, 2015); Filled - Charts produced through the South Carolina Enterprise Information System by the South Carolina Department of Administration’s Division of State Human Resources.

⁶² Information, except the information in Figure 6 and Table 8, is compiled from the following sources: School for the Deaf and Blind, *2016 Annual Restructuring Report*, Mission, Vision & Goals Chart; Strategy, Objectives and Responsibility Chart; Interviews with and supporting documents from SC School for the Deaf and the Blind staff.

⁶³ Information in this section, unless otherwise cited, is compiled from School for the Deaf and Blind, *2016 Annual Restructuring Report*, Objective Details Charts; and School for the Deaf and Blind, *Fiscal Year 2014-15 Accountability Report*.

⁶⁴ *Ibid.*

⁶⁵ *Ibid.*

⁶⁶ School for the Deaf and Blind

⁶⁷ School for the Deaf and Blind, *Program Evaluation Report*, Laws to Further Evaluate Chart.

⁶⁸ School for the Deaf and Blind, *2016 Annual Restructuring Report*, Associated Programs Chart and Objective Details Chart.

⁶⁹ Information was provided to the Committee during the June 30, 2015 Economic Development, Transportation, Natural Resources and Regulatory Subcommittee meeting by Ms. Kim Aydlette, State Director of the Division of Human Resources for the SC Department of Administration. Division of State Human Resources, Department of Administration, <http://admin.sc.gov/humanresources> (last accessed March 2, 2016).

SELECTED WORKS CITED

South Carolina School for the Deaf and the Blind. *Program Evaluation Report*, 2015.

<http://www.scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee/2015%20Program%20Evaluation%20Reports/School%20for%20the%20Deaf%20and%20Blind%20Program%20Evaluation%20Report.PDF>

School for the Deaf and the Blind. *Restructuring Report*, 2016.

<http://www.scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee/2016%20ARR/2016%20ARR%20-%20School%20for%20the%20Deaf%20and%20Blind.PDF>

SC House of Representatives, Legislative Oversight Committee. "September 2015 Survey Results."

<http://www.scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee/2016%20ARR/2016%20ARR%20-%20School%20for%20the%20Deaf%20and%20Blind.PDF>

CONTACT INFORMATION

Committee Contact Information

Physical:

South Carolina House
Legislative Oversight Committee
1106 Pendleton Street
Blatt Building Room 228
Post Office Box 11867
Columbia, South Carolina 29211

Telephone:

803-212-6810

Online:

You may visit the South Carolina General Assembly Home Page (<http://www.scstatehouse.gov>) and click on "Citizens' Interest" then click on "House Legislative Oversight Committee Postings and Reports". This will list the information posted online for the committee; click on the information you would like to review. Also, a direct link to committee information is <http://www.scstatehouse.gov/committeeinfo/houselegislativeoversightcommittee.php>.

Agency Contact Information

Physical:

355 Cedar Springs Road
Spartanburg, SC 29302

Online:

Agency's home page: <http://www.scsdb.org/>

Telephone:

Toll-Free: 1-888-447-2732 Voice/TTY
Direct: (864) 585-7711 Voice/TTY



Vision Statement
To be the statewide leader in education
and accessibility for individuals who are
deaf, blind or sensory multi-disabled

May 10, 2016

The Honorable James E. Smith, Jr.
335C Blatt Building
Columbia, South Carolina 29201

Dear Chairman Smith,

On behalf of the South Carolina School for the Deaf and the Blind, I would like to thank you for the opportunity to work with the South Carolina House Legislative Oversight Committee in the self-study process. As a new agency head, this has been an invaluable process for me and truly has provided a framework to focus on continuous improvement. The process has helped us as an agency to develop a new strategic plan with a long range prospective in mind and has benefited us as we prepare for the AdvancEd Accreditation process for the spring of 2017. Please know we are extremely appreciative of the support our agency has received from the legislative oversight staff members, and express a special thank you to Carmen McCutcheon for her invaluable assistance.

Again, we appreciate the opportunity to share about the South Carolina School for the Deaf and Blind, and we look forward to recommendations from the Committee as we together **Embrace the Possibilities** to meet the sensory needs of the children we serve across South Carolina.

Sincerely,

Signature Redacted

Page B. McCraw, PhD.
President

Main Campus

355 Cedar Springs Road • Spartanburg, SC 29302-4699 • 864-585-7711 • Toll-Free: 1-888-447-2732 • Fax: 864-585-3555 • www.scsdb.org

Division of Outreach Services - Columbia

101 Executive Center Drive • Suite 120, Saluda Building • Columbia, SC 29210
803-896-9710 • Video Phone: 864-256-4239 • Toll-Free: 1-800-984-4357
Fax: 803-896-9848 • www.scsdb.org

Colson Center of Outreach Services - Charleston

Fairfield Business Park • 1064 Gardner Road, Suite 111 • Charleston, SC 29407
843-212-4334 • Video Phone: 843-779-9797 • Toll-Free: 1-800-984-4357
Fax: 843-534-5985 • www.scsdb.org

Accreditations

South Carolina Department of Education • Conference of Educational Administrators of Schools and Programs for the Deaf
• AdvancEd/Southern Association of Colleges and Schools Council on Accreditation and School Improvement • A Palmetto Gold School