

SC SCHOOL FOR THE DEAF AND THE BLIND



**Budget Hearing
2019-2020
Dr. Page B. McCraw
President**

**South Carolina School for the Deaf and the Blind
2019-2020
Budget Notebook**



Section 1

Attendees

Section 2

Organizational Chart

Section 3

Accountability Report

Section 4

Budget Request Priority

Section 5

Budget Request EBO

Section 6

Proviso Requests

Section 7

Carry Forward

Section 8

FTE Report

Section 9

Agency Information



Agency Attendees:

Page B. McCraw, President

Scott Ramsey, Director of Operations, President's Office

Scott Falcone, Director of Outreach Services

Ben Riddle, CFO

South Carolina School
for the
Deaf and the Blind
Board of Commissioners

The Walker Foundation CEO
Sam Hook

President
Page B. McCraw

Outreach Services Director Scott Falcone	Residential Life and Transportation Services Director John Reynolds	Chief Information Officer Trad Robinson	Chief Financial Officer Ben Riddle	Student Services Director Linda Coon	Education Services and Special Education Director Jolene Madison	Educational Accountability Director Joe Walker	Special Assistant to the President and Director of Operations Scott Ramsey	HR Director and EEO Coordinator Monique Callahan
Vision Consultant and Principal of Vision Services Marty McKenzie	Residential Life Assistant Director Sandra McClarty	Information Technology Manager John Martin	Capital Projects and Procurement Will Anthony	Admissions and Recruitment Coordinator Loreta Dylgjeri	Deaf Education Principal/AAC Jen Adams	Administrative Staff Letesha Gray	Public Safety Director Keith Sherlin	HR Specialist Pollie Gentry
Interpreting Services and ASL Program Manager Eric Webber	Residential Life Assistant Director Josh Joseph	Public Relations Director Katie Rice	Budget Analyst Darlene Gathers	Records/Family Support Specialist Tammy Johnson	Blind Education Principal Lou Thomson	Administrator for Instructional Resources Cherie Winkler	Maintenance Director Charles Farr	HR Specialist Calvin Holst
Early Intervention Program Manager Elaine Gentry	Residential Life Assistant Director Brandy Finch	Instructional Technology Coordinator Rita Easler	Payroll/Benefits Frances Bass	Data Collection Teresa Wagner	Cedar Springs Academy Principal Sarah Davis	Library Services Director Galena Gaw	President's Office Administrative Coordinator Mary Hayes	Agency Receptionist/ Campus Mail Sherry Renshaw
Principal of Deaf/HH Services Kelly Birmingham	Residential Life Assistant Director Latarsha Durrah	Power School Coordinator Debi Carden	Accounts Payable Andy Long		Medicaid Coordinator Jessica Britt	Fine Arts Director Josh Padgett	Campus Events	
Kelly's Kids Center Director Kristen Milner	Residential Life Assistant Director Delbert Means	Public Information Staff DeDe Ward	Accounts Receivable Lisa Bowen		Student Transition Coordinator Mark Daniels	Literacy Coach Danyelle Nichols		
Instructional Resources Program Manager Jill Ischinger	Residential Life Assistant Director Kenna McClarty	Administrative Assistant Dorothy Bevill	Fiscal Technician Tara Coggins		Nursing Administrator Meredith Revan			
Administrative Assistant Arlyn Yant	Transportation Coordinator Robert Ward	Audio-Visual Specialist Regina Hamilton	SCSDB Fleet Management and Fleet Maintenance Dennis Ramsey		Special Education Coordinator Kristi Harding			
Program Assistant Trent Tedder	Administrative Assistant Barbara Fay				Teacher Quality and Testing Michelle Moseley			
Access Technology and Outreach Contracts Program Manager Clay Jeffcoat	Recreational Coordinator Antwan Tate				Student Transition Coordinator Mark Daniels			
Deaf/Hard of Hearing Consultant/Deaf Blind Project Program Robert Hill	Director of Athletics Michael Sims				Nursing Administrator Meredith Revan			

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H75	SECTION:	006

**Fiscal Year 2017-18
Accountability Report**

SUBMISSION FORM

AGENCY MISSION	Mission Statement: The mission of the South Carolina School for the Deaf and the Blind (SCSDB) is to ensure that the individuals we serve realize maximum success through high quality educational programs, outreach services, and partnerships.
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AGENCY VISION	Vision Statement: SCSDB's vision for the future is to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.
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Please select yes or no if the agency has any major or minor (internal or external) recommendations that would allow the agency to operate more effectively and efficiently.


RESTRUCTURING RECOMMENDATIONS:	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please identify your agency's preferred contacts for this year's accountability report.

	<u>Name</u>	<u>Phone</u>	<u>Email</u>
PRIMARY CONTACT:	Page B. McCraw	864-577-7500	pmccraw@scsdb.org
SECONDARY CONTACT:	Scott Ramsey	864-577-7522	sramsey@scsdb.org

I have reviewed and approved the enclosed FY 2017-18 Accountability Report, which is complete and accurate to the extent of my knowledge.

AGENCY DIRECTOR (SIGN AND DATE):	
(TYPE/PRINT NAME):	Page B. McCraw, PhD, President

BOARD/CMSN CHAIR (SIGN AND DATE):	
(TYPE/PRINT NAME):	Mr. Robert A. Dobson, III, Board Chairman

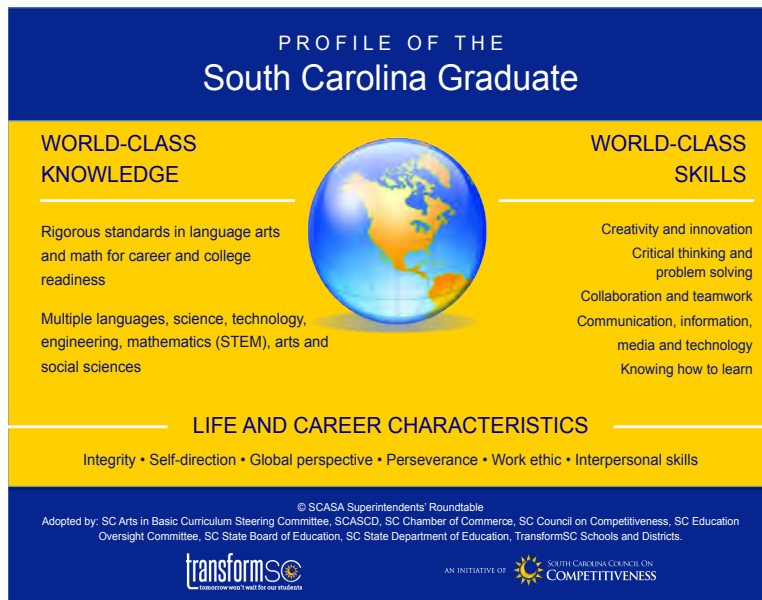
AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H75	SECTION:	006

AGENCY'S DISCUSSION AND ANALYSIS

Founded in 1849, the South Carolina School for the Deaf and the Blind (SCSDB) was established with a purpose to provide specialized educational programming to a small number of students with hearing disabilities. Today, SCSDB serves students with sensory impairments to include deaf/hard of hearing, blind/visual impairment, and sensory multi-disabled. SCSDB provides educational programming and services to students with sensory disabilities in South Carolina in order to assist these students to realize their maximum potential through high quality educational programs, outreach services, and partnerships. In order to *Embrace the Possibilities* for every child, SCSDB serves children with sensory disabilities statewide. On campus, SCSDB provides a regular school day program for students. In addition to the instructional day program, SCSDB offers a full residential program to students that provides for the development of the whole child. Transportation is provided daily for local students. Additionally, residential student transportation is provided statewide to and from the home county to campus on a weekly basis. Students are picked up on Sunday afternoons and return home each Friday evening. Through Outreach Services, SCSDB provides statewide services in both education and accessibility. These services are offered in the local county to individuals with sensory disabilities, their families, and the professionals who serve them both directly and indirectly. In addition to the main campus in Spartanburg, Outreach Centers are located in Columbia and Charleston. The South Carolina School for the Deaf and the Blind is the state's specialized school for children with sensory disabilities.

For SCSDB, the agency strategic plan is a long-term plan with goals that embody the critical areas in which SCSDB has identified for focus in order to accomplish the mission and vision of the agency.

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



- **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.
- **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.

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H75	SECTION:	006

Goal 1 Update:

The *Profile of the South Carolina Graduate* has provided a focus for Goal 1 as SCSDB has worked to implement this profile for students with sensory disabilities. SCSDB has worked to improve student skills in literacy, communication, and written language. With the implementation of a new state report card for SCSDB under the Education Oversight Committee, Brigrance and the Mastery of IEP goals continues to be a measurement component for accountability. During the 2017-2018 school, SCSDB realized a decline in overall Brigrance performance from 91% to 89%. Analysis of individual school data reflected an overall Brigrance performance at the Blind School of 100%, an overall Brigrance performance at Cedar Springs Academy of 93%, and an overall Brigrance Performance at the Deaf School of 78%. Students at the School for the Deaf continue to be challenged in the area of literacy, especially in reading performance. This past year, the School for the Deaf worked diligently to gain a better understanding of the challenges students face and develop a more focused plan for the school to improve student reading skills. From this program assessment this past year, the School for the Deaf has determined that an underlying factor to low reading skills are greatly influenced by lack of vocabulary and a need to improve student skill in ASL. A plan is in place for the upcoming year to assist students in growing communication skills to ultimately improve student reading. Additionally, at the School for the Deaf and the School for the Blind, leveled readers and assessments are being used which are indicating steady growth for students. In the area of IEP Goals, overall performance for students was 92% mastery.

In the area of work-based learning and student transition, SCSDB is very pleased with the progress that has been made to better prepare students for life upon completion at SCSDB. In the area of work-based learning, experiences for students increased from 69% to 100% of SCSDB students participating in work-based learning experiences. For student transition, student placement increased from 45% to 93%. Under the new accountability system, student transition focuses on student placement within the first year of completion to school, work, sheltered workshops, or other agency/local programs.

Goal 2 Update:

For Goal 2, SCSDB continues to review and update business continuity models to ensure students are served in a safe environment. SCSDB has begun the process to complete a campus master plan to include a complete facilities study. A great need exists to evaluate current facilities and develop a long-range plan for facilities on campus. Currently, SCSDB recognizes a need for improved and updated dorm facilities, future plans for educational environments that are most conducive to learning, and upgrades to infrastructure and mechanical systems. SCSDB anticipates this plan will be completed in June of 2019. With aging buildings and mechanical systems, a complete master plan will afford SCSDB the ability to plan long term for replacements and improvements.

Additionally, SCSDB is currently reviewing the overall campus safety master plan. Although the plan has served and continues to serve the agency in emergency planning and emergency situations, SCSDB recognizes the need to update the plan to insure strategies include the most recent guidance and expertise in the area of school safety as well as annual guidance from the Department of Education. SCSDB will continue to provide focused training for students and staff in identified areas. Additionally, access control systems and recent upgrades to security monitoring are continuing to assist in current improvement efforts. SCSDB has been able to expand current safety/security coverage to now include 24-hour staff to include school resource officers on second and third shifts in addition to regular day staff. As SCSDB is a residential school, the expansion to 24-hour coverage adds an additional level of safety for the students served.

In the area of student health, SCSDB has streamlined services to better meet the medical needs of students. The two health centers on campus have been consolidated into one health center, and a school-based nursing model has been implemented. This realignment of medical services has additionally reduced the amount of

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H75	SECTION:	006

instructional time lost for students to access medical services. The campus doctor and nurse practitioner now visit individual schools and a school nurse is located in each individual school during the school day.

Goal 3 Update:

For SCSDB, Goal 3 focuses on the Division of Outreach Services and provides strategic targets to meet the needs of children with sensory disabilities across South Carolina. The Division of Outreach Services is a key component for SCSDB in meeting the overall agency mission and vision, and through this division, SCSDB provides services to children and their families in their local communities.

Early Intervention Update:

In 2017, great strides were made in the development of our Early Intervention Program expansion for children ages three (3) to five (5) along with overall program service delivery.

During the early stages of the expansion process, SCSDB reevaluated the original objectives to be inclusive of all ages three (3) to five (5) instead of a phase in of one age group at a time. Another factor that was reevaluated was the eligibility of the children that are served through this expansion which included discussions with the agency Medicaid consultant. Results of discussions with the SCSDB Medicaid consultant:

- Established guidelines to determine eligibility criteria for these expanded services
- Confirmed diagnosis of either hearing loss and/or vision loss
- All other conditions would be considered and individualized given the child/family circumstances

Currently, SCSDB is serving thirty-three (33) children in the three (3) to five (5) program. SCSDB continues to evaluate this process and the expanded program to ensure that best practice is implemented in the provision of all SCSDB services. SCSDB continues to focus on four (4) development areas: *Enrollment, Hiring, Training, and Public Awareness.*

Throughout 2016, Early Intervention staff were offered professional development opportunities via in-house trainings, on-line trainings as well as face-to-face trainings provided by SCSDB and BabyNet professionals. Additionally, SCSDB was able to develop new “learning modules” for Early Intervention staff which were implemented and provided quarterly beginning March 2017. In review of trainings provided to the Early Intervention Program throughout 2017 and through the re-evaluation or “rebranding” of the Early Intervention Program, the management team was able to rethink this process to enable and ensure staff gain more knowledge and insight to sensory disabilities. The Early Intervention Program currently holds trainings/staff meetings every even numbered month in order to provide specific and targeted specialized trainings. The Early Intervention management team continues to work and collaborate with other Outreach Programs to commit their assistance in this on-going training and education process, as well as, statewide training provided by other partnering agencies.

Overall, during the 2017-2018 fiscal year, measurable strides were made in the development of our Early Intervention Program expansion for toddlers up to age six (6) and in program service delivery. Throughout the year, the changeover to the new lead agency demonstrated unexpected changes in staffing patterns and the referral process. The expansion was not directly impacted, but the enrollment numbers for our birth to age three (3) declined due to a lack in referrals from the System Point of Entry (SPOE) offices. A proactive approach was developed and will be implemented over the next fiscal year. The Early Intervention Program management staff will provide informational brochures and specialized trainings to the lead agency staff. The specialized trainings should result in an increase of referrals eventually feeding into the

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H75	SECTION:	006

expanded portion of the program. Finally, all four areas of focus have been and will continually be monitored and cultivated to ensure the SCSDB Early Intervention Program continues to provide high quality services to families statewide in a timely, efficient and professional manner.

Vision Services Update:

Vision Outreach Services developed a draft strategic plan in January 2016 which has changed in its implementation due to internal and external factors. The continued shortage of Teachers of the Visually Impaired (TVI) and Certified Orientation and Mobility Specialists (COMS) has led to a statewide challenge in the area of orientation and mobility services. Vision Outreach is currently seeking applicants for both TVI and COMS positions with preference being given to individuals who hold both certifications.

Data Reference	2016-2017 School Year	2017-2018 School Year
# Of School Districts Served	55	56
# Of Students Served	320	316
# Of Visually Impaired Students	230	207
# Of O&M Students (Districts)	79	74
# Of O&M Students (Campus)	44	51
# Of Access Technology Students	19	20
# Of Project Magnify Students	28	28

Vision Outreach Services has reviewed information regarding distance education in the provision of some services and has determined that Access Technology will be piloted during the 2018-2019 school year. A hybrid model whereby the instructor makes quarterly visits for face-to-face instruction/evaluation and more frequent sessions occur via distance methods will be implemented. The TVI or designated district contact for the student receiving services must be present for each distance session to ensure that all required technology is functioning properly and the distance connection is established. In addition, the TVI or district contact must reinforce the skills taught between sessions.

Hearing Services Update:

During the 2017-2018 school year, a focus for Outreach Hearing Services was to finalize standard operating procedures and review district contract procedures. Revision of the Hearing Outreach procedures manual was completed, and procedures were put in place for processing of student referrals and the assessment of students for determination of frequency, duration, and intensity of services. An online database for service log entry and tracking of district contracts was launched. Data and reporting features are under continual development in collaboration with the Hearing and Vision Outreach Principals, the Division of Outreach Services Business Manager, and the SCSDB Chief Information Officer. Service logs are submitted and monitored weekly. New service reports will be available to school districts for the entire 2017-2018 school year.

Recent activity has provided an increase in efficiency, data collection, tracking, training, level of expectation, and collaboration with internal agency partners. We have seen a decrease in the danger of non-compliance with student IEPs through improved data collection and monitoring. Students-served and districts-served numbers have been maintained over the last four (4) years, despite variations in staffing and changes in program leadership. Data was pulled comparing the 2014-2015, 2015-2016, 2016-2017, and 2017-2018. In chronological order, student counts were 89, 131, 120, and 124. District counts were 20, 22, 24, and 21. District services have remained level. A conscious choice has been made to delay focus on district expansion, in favor of increasing staff skills and efficiency. The count of professional development opportunities provided for department staff, across the above-mentioned dates were 4, 2, 3,

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H75	SECTION:	006

and 9, showing a significant increase in the amount of staff development, with additional trainings pending for the last two quarters of 2017-2018.

Demographic data was collected at the beginning of the 2017-2018 academic year on all students served by the Hearing Outreach program. Of the students served, seventy-four percent (74%) have bilateral hearing loss, eighty-five (85%) have hearing loss ranging from moderate to profound. Fifty-seven percent (57%) use hearing aid technology, while thirty-six percent (36%) use cochlear implant technology. Seventy-six percent (76%) of the students served use listening and spoken language as their primary mode of communication. This data, along with an analysis of staff experience and qualifications, has supported the need for intensive professional development and training in the area of listening and spoken language assessment and instructional strategies. This need can be addressed by increasing the responsibility of an existing teacher who is trained in this area to Lead Teacher/ Listening and Spoken Language Instruction Mentor. This increase in training, and therefore capacity, has taken priority over expansion of services to districts. Trainings already provided include: Early Intervention Modules, Cottage Acquisition Scales for Listening, Language & Speech (CASLLS) Assessment Webinars, Summer Institute: Assessment and Teaching Practices, Listening and Spoken Language training with a Certified Listening & Spoken Language Specialist (LSLS) and Auditory Verbal Therapy (AVT) (2 sessions). Additional training needs for teaming strategies and working with students with multiple and severe needs will be addressed over the next two (2) years.

Innovative strategies that have provided the largest performance boost. Monthly “office hours” for teachers (in addition to quarterly staff meetings) have been established to promote a professional learning community and allow for scheduled training and professional development sessions. This has increased the skill level of the teachers, increased collaboration and accountability, and has ensured consistency in the quality and characteristics of service provision across districts. Cross training has allowed for the availability of staff to support Early Intervention needs.

Interpreting Services Update:

Statewide Interpreting Services updated measures to more accurately represent activities of the program. Updates included: Customers *receiving* services was changed to customers *requesting* services which is a better reflection of the demands for interpreting services across the state whether the requests were filled or not; classroom interpreting hours, previously not captured, were added to calculations; count of total number of requests from both internal and external customers. The program updated the Confirmation Agreement for Interpreting Services to give more flexibility in scheduling interpreters more efficiently.

As of March 2018:

- Staffing includes five (5) full-time interpreters and seventeen (17) contract interpreters
- 304 customers requesting services
- 96 percent of requests have been filled

Statewide Interpreting Services launched an online interpreter request platform in July 2017 and it is being used by external customers on a regular basis.

Currently, Statewide Interpreting Services employs five (5) full-time interpreters: one (1) nationally certified, two (2) with an Educational Interpreter Performance Assessment (EIPA) rating of greater than a 3.5, and two (2) with both national certification and an EIPA of greater than a 3.5. To further ensure quality of services, the program evaluated the pool of contract interpreters and made adjustments to maximize the number of interpreters with national certification, an EIPA rating of greater than a 3.5, or

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H75	SECTION:	006

both. These strategies increased the number of interpreters who have national certification, an EIPA rating of greater than a 3.5, or both from eighty-three percent (83%) to ninety-one percent (91%) by the second quarter of FY18.

The program established a professional development library containing literature and media to support Sign Language interpreters preparing for the National Interpreter Certification (NIC). As a result of having these study materials readily available, three (3) full-time interpreters passed the written portion of the NIC and are now eligible for the performance portion to become nationally certified.

To ensure quality services and best practices, the program continues to take advantage of professional development opportunities. Staff interpreters accumulated a total of 148 hours of professional development in just the first two quarters of FY18 – compared to 135 hours during the entire previous fiscal year. The director presented *Mentee-Centered Mentoring*, a workshop available to all South Carolina Sign Language interpreters to arm them with tools necessary to support the development of interpreters. Statewide Interpreting Services is applying to become a Registry of Interpreters for the Deaf (RID) approved sponsor which will allow the program to offer continuing education units for self-initiated workshops and trainings for all South Carolina Sign Language interpreters through the SCSDB Outreach Centers.

In 2016, the South Carolina Department of Education, Office of Special Education Services (OSSES), Clemson University and the South Carolina School for the Deaf and the Blind (SCSDB) partnered to establish the South Carolina Educational Interpreting Center (SCEIC) aiming to increase the quality of educational interpreters for deaf and hard of hearing students in South Carolina. In support of the SCEIC, Statewide Interpreting Services submitted a proposal for an activity to address sign language fluency and targeted skill development of educational interpreters to the South Carolina State Department of Education. A language-rich American Sign Language Immersion week was offered during the summer of 2018.

Statewide Interpreting Services has focused on process improvements to maximize efficient use of resources and leveraging technology to streamline processes for customers requesting services. Because of these efforts, ninety-six percent (96%) of requests for services were filled. The program has strategically adjusted staffing to include a greater number of interpreters who have national certification, an EIPA rating of greater than a 3.5, or both from eighty-three percent (83%) to ninety-one (91%) in the first two (2) quarters of FY18. Interpreters are making strides towards obtaining national certification as evidenced by their successful completion of the written portion of the NIC. The program will continue to work towards becoming a hub for professional development for all interpreters by becoming a RID approved sponsor and hosting/presenting workshops. Statewide Interpreting Services will continue to be a vital part of the SCEIC in providing activities directly addressing sign language fluency and targeted skill development of educational interpreters.

Braille Production Center Update:

The South Carolina Braille Production Center (BPC) has completely implemented UEB into our braille translations. All new textbooks, regardless of the grade or subject are being produced in UEB or UEB/Nemeth, ahead of our original grade staggered implementation of the code.

During the strategic planning process, the feasibility of expanding the BPC staff, both administrative and inmate, was explored. It was determined that a Program Assistant position needed to be created. With only the SCSDB Program Manager on-site, the BPC had to close whenever they were not available which impeded textbook production. In addition, The South Carolina Department of Corrections requires

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H75	SECTION:	006

SCSDB to employ inmate workers on a full-time schedule. Additionally, in order to meet the needs of students throughout South Carolina, it was determined that the inmate staff should be increased from fifteen (15) to twenty (20) transcribers. With the increase of staff additions and further improvements in technology, a need existed to physically expand the BPC. SCSDB was able to work along with the Department of Corrections staff at Leath to expand facility use, and to date, four additional offices have been annexed for use by the center allowing for additional expansion.

Risk Management and Mitigation Strategies

Annually, as part of the agency Accountability Report, SCSDB is required to include information about the risk to South Carolina if the agency does not achieve the agency’s mission. With a mission to ensure that the individuals served realize maximum success through high quality educational programs, outreach services, and partnerships, SCSDB continually strives to embrace the opportunities for children with sensory disabilities in South Carolina in order for these students to reach their greatest potential. 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 SC Department of Education. These objectives focus on supporting SCSDB’s ability to provide the highest quality educational programs for deaf, blind and sensory multi-disabled children that are served throughout the state. SCSDB continually partners with the SC Department of Education to assure positive impacts from programs. SCSDB appreciates the continued support to expand Outreach Services in order to meet the growing need for services across South Carolina. Additionally, the support provided for a campus master plan will allow SCSDB to develop a long-range plan for facilities and infrastructure. This plan is needed to avoid reactive repairs and to provide a safe, accessible, and conducive learning environment for the children served.

Restructuring Recommendations

The following recommendations include areas identified for potential improvement. The Subcommittee recommended continuing the agency’s major programs to include education, student support, residential, outreach, administration, and physical support. Additionally, the Subcommittee recommended the continuation of agency programs and laws relating to the agency with the exception of the following recommendations listed below:

1. Agency Purpose: The agency purpose should be added to Title 59, Chapter 47 as follows: The School for the Deaf and the Blind is established to provide educational programs and outreach services to students who are deaf, blind, or sensory multi-disabled.
2. Maintenance Fees: Delete Section 59-47-90.
3. Annual Report: Delete language from 58-17-100 that would violate FERPA.
4. Employee Classification and Compensation: Change 8-11-270 as it relates to exemptions from the State Classification and Compensation for SCSDB to add the following including but not limited to teachers, bus drivers, orientation and mobility staff, occupational therapists, physical therapists, and interpreters.
5. The Subcommittee did not recommend elimination of any agency programs.

South Carolina School
for the
Deaf and the Blind
Board of Commissioners

The Walker Foundation CEO
Ann Akerman

President
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Outreach Services Director Scott Falcone	Residential Life and Transportation Services Director John Reynolds	Chief Information Officer Trad Robinson	Chief Financial Officer Ben Riddle	Student Services Director Linda Coon	Education Services Director Sara Kollock (Vacant 7/1/2018)	Special Education Director Jolene Madison	Special Assistant to the President and Director of Safety/Security and Maintenance Scott Ramsey	HR Director and EEO Coordinator Monique Callahan
Vision Consultant and Principal of Vision Services Marty McKenzie	Residential Life Assistant Director Sandra McClarty	Information Technology Manager John Martin	Capital Projects and Procurement Will Anthony	Admissions and Recruitment Coordinator Loreta Dylgjeri	Deaf Education Principal/AAC Jen Adams	Special Education Compliance Coordinator Michelle Moseley	Public Safety Director Keith Sherlin	HR Specialist Pollie Gentry
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Access Technology and Outreach Contracts Program Manager Clay Jeffcoat	Recreational Coordinator Antwan Tate							
Deaf/Hard of Hearing Consultant/Deaf Blind Project Program Robert Hill								
Sign Language Program Claire Bailey								

Statewide Enterprise Strategic Objective	Type	Goal	Item #	Measure	Description	2017-18			Time Applicable	Data Source and Availability	Calculation Method	Meaningful Use of Measure
						Base	Target	Actual				
Education, Training, and Human Development	G	1	1.1	100%	SCSDB will implement the Profile of the SC Graduate for students with sensory impairments by 2022.					Brigance Results/SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	S			100%	100% of SCSDB will meet World Class Knowledge and Skills objectives by 2022.							
Education, Training, and Human Development	M		1.1.1	100%	100% of SCSDB students will meet Brigrance goals.	91%/90%	92%/91%	Composite 89%	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	M		1.1.2	100%	100% of SCSDB students will meet IEP goals.	84%/88%	86%/90%	Composite 92%	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	M		1.1.3		SCSDB will implement Read to Succeed for students with sensory disabilities.	See Above	See Above	See Above	July 1st-June 30th	Brigance and IEP Results/SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	M		1.1.4	100%	100% of SCSDB teachers will participate in the Expanded ADEPT Support and Evaluation System	100%	100%	100%	July 1st-June 30th	SCSDB Dashboard	Total	Provides focused information on teacher accountability.
Education, Training, and Human Development	S	1.2		100%	100% of SCSDB students will be afforded World Class Opportunities by 2020.							
Education, Training, and Human Development	M		1.2.1	100%	SCSDB will provide Whole Child experiences for all students.	100%	100%	100%	July 1st-June 30th	SCSDB Dashboard	Total	Provides focused data on student performance.
Education, Training, and Human Development	M		1.2.2	100%	SCSDB will seek renewal of Advanced/SACS CASI Accreditation.	Accredited	Accredited	Accredited	5 Year Accreditation	Advanced	Advanced Standards	Demonstrates agency accreditation in meeting performance standards.
Education, Training, and Human Development	M		1.2.3	45%	A transition plan will be developed for all students.	50%	50%	93%	July 1st-June 30th	SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	S	1.3		100%	SCSDB students will be afforded skills development in World Class Characteristics by 2020.							
Education, Training, and Human Development	M		1.3.1	100%	SCSDB will provide students the opportunity to develop world class characteristics as applicable for sensory impaired students through the Expanded Core Curriculum.	100%	100%	100%	July 1st-June 30th	SCSDB Dashboard	Total	Provides focused data on student performance.
Education, Training, and Human Development	M		1.3.2	69%	SCSDB will provide CATE/WBL experiences for students.	76%	76%	100%	July 1st-June 30th	SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	M		1.3.3	100%	SCSDB will provide students the opportunities to grow as leaders and develop self advocacy skills.	100%	100%	100%	July 1st-June 30th	SCSDB Dashboard	Total	Provides focused data on student performance.
Education, Training, and Human Development	S	1.4		100%	SCSDB students will be afforded opportunities to grow through World Class Innovations by 2021.							
Education, Training, and Human Development	M		1.4.1	100%	SCSDB will provide expanded learning opportunities for students through one to one initiative.	Ongoing	Ongoing	Ongoing	Annual	SCSDB Dashboard	Total	Provides information on resource availability.
Education, Training, and Human Development	M		1.4.2	Ongoing	SCSDB will partner with Vocational Rehabilitation and the Commission for the Blind to provide workbased learning experiences for students.	Ongoing	Ongoing	Ongoing	Annual	SCSDB Dashboard	Total	Provides focused data on student performance.
Education, Training, and Human Development	M		1.4.3	100%	SCSDB will provide problem based learning experiences for students.	100%	100%	100%	Annual	SCSDB Dashboard	Total	Provides information on resource availability.
Maintaining Safety, Integrity and Security	G	2		100%	By 2021, 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.							
Maintaining Safety, Integrity and Security	S	2.1		100%	By 2020, SCSDB will develop and implement a Master Campus Safety Plan.							
Maintaining Safety, Integrity and Security	M		2.1.1	100%	SCSDB will develop a comprehensive campus safety plan to accommodate students with sensory disabilities.	On Going	1	On Going	July 1st-June 30th	SCSDB Dashboard	Total	Provides information to ensure safety of students and staff.
Maintaining Safety, Integrity and Security	M		2.1.2	100%	SCSDB will provide facilities that are safe and conducive to learning for sensory impaired learners.	On Going	1	On Going	10 Year Plan	Master Plan	Total	Affords needed information for future planning to ensure efficiency and effectiveness.
Maintaining Safety, Integrity and Security	M		2.1.3	100%	SCSDB will develop and implement record archiving in accordance to state and federal guidelines.	On Going	1	On Going	Annual	Archiving System	Total	Provides information on improving systems to improve efficiency and effectiveness.
Maintaining Safety, Integrity and Security	S	2.2		100%	By 2016, SCSDB will provide a technology safe environment.							
Maintaining Safety, Integrity and Security	M		2.2.1	138	SCSDB will fully emergency notification systems that are accessible to sensory impaired students.	As Needed	As Needed	As Needed	Annual	SCSDB Dashboard	Total	Provides information to ensure safety of students and staff.
Maintaining Safety, Integrity and Security	M		2.2.2	1	SCSDB will fully implement access control systems.	As Needed	As Needed	As Needed	Annual	SCSDB Dashboard	Total	Provides information to ensure safety of students and staff.
Maintaining Safety, Integrity and Security	M		2.2.3	1	SCSDB will maintain updated information secure systems.	1	1	1	Annual	SCSDB Dashboard	Total	Provides information to ensure safety of students and staff.
Maintaining Safety, Integrity and Security	S	2.3		100%	SCSDB will provide safety related training for staff members on an annual basis.							
Maintaining Safety, Integrity and Security	M		2.3.1	100%	SCSDB will provide emergency training for staff.	100%	100%	100%	Annual	SCSDB Dashboard	Total	Provides information to ensure safety of students and staff.
Maintaining Safety, Integrity and Security	M		2.3.2	100%	SCSDB will fully implement PBS providing relevant training for staff members.	100%	100%	100%	Annual	SCSDB Dashboard	Total	Provides information on Positive Behavioral Supports Systems for students.
Maintaining Safety, Integrity and Security	M		2.3.3	100%	SCSDB will develop protocols for student medical needs as related to emergency situations and provide appropriate training to related staff members.	As Needed	As Needed	As Needed	Annual	SCSDB Dashboard	Total	Provides information to ensure safety of students and staff.
Education, Training, and Human Development	G	3		100%	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.							
Education, Training, and Human Development	S	3.1		100%	Expand early intervention services.							
Education, Training, and Human Development	M		3.1.1	Total EI \$30	Expand early intervention services to include sensory impaired 4 year old children in SC.	Total EI \$30	Total EI \$50	Total EI \$50	July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Education, Training, and Human Development	M		3.1.2	Total EI \$30	Expand early intervention services to include sensory impaired 5 year old children in SC.	Total EI \$30	Total EI \$50	Total EI \$52	July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Education, Training, and Human Development	S	3.2		100%	Expand vision and hearing district services.							
Education, Training, and Human Development	M		3.2.1	320	Expand Outreach Vision Services to meet the demands of local school districts.	300	300	316	July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Education, Training, and Human Development	M		3.2.2	120	Expand Outreach Hearing Services to meet the demands of local school districts.	125	124	124	July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Education, Training, and Human Development	S	3.3		100%	Expand interpreting services.							
Education, Training, and Human Development	M		3.3.1	5,199.5 hr	Expand Interpreting Services to individuals with hearing impairments in SC.	As Needed	As Needed	6,192 hrs	July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Education, Training, and Human Development	M		3.3.2	100%	Insure interpreters have the necessary credentials to serve individuals in SC.	As Needed	As Needed	As Needed	July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Education, Training, and Human Development	S	3.4		100%	Update Braille Production Center.							
Education, Training, and Human Development	M		3.4.1	100%	Implement Universal Braille Code	100%	100%	100%	July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Education, Training, and Human Development	M		3.4.2	100%	Provide additional staff support to the Braille Production Center.	100%	100%	As Needed	July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.

Strategic Planning and Performance Measurement Template												
Statewide Enterprise Strategic Objective	Type	Goal #	Metric #	Measure	Description	2018-19			Data Source and Availability	Calculation Method	Meaningful Use of Measure	
						Rate	Target	Actual				
Education, Training, and Human Development	G	1	1.1	100% of SCSDB will implement the Profile of the SC Graduate for students with sensory impairments by 2022.	SCSDB will implement the Profile of the SC Graduate for students with sensory impairments by 2022.	89%	100%		July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	M		1.1.1	100% of SCSDB students will meet Brigance goals.		92%	100%		July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	M		1.1.2	100% of SCSDB students will meet IEP goals.					July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	S		1.2	100% of SCSDB students will be afforded World Class Opportunities by 2020.		100%	100%		July 1st-June 30th	SCSDB Dashboard/State Report Card	Total	Provides focused data on student performance.
Education, Training, and Human Development	M		1.2.1	A transition plan will be developed for all students.		100%	100%		July 1st-June 30th	SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	M		1.2.2	SCSDB will collaborate to improve placement opportunities for students.		93%	100%		July 1st-June 30th	SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	S		1.3	SCSDB students will be afforded skills development in World Class Characteristics and Innovations by 2021.		100%	100%		July 1st-June 30th	SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	M		1.3.1	SCSDB will provide work-based learning experiences for students.		100%	100%		July 1st-June 30th	SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
Education, Training, and Human Development	M		1.3.2	SCSDB will provide expanded learning opportunities for students through Career and Technology Education Programs.		100%	100%		July 1st-June 30th	SCSDB Dashboard/State Report Card	Total	Provides focused data on student performance.
Education, Training, and Human Development	G	2		SCSDB will ensure students are served in a safe environment on campus in order to realize their maximum success through updated business continuity models by 2020.		100%	100%		July 1st-June 30th	SCSDB Dashboard/State Report Card	Total	Provides information on improving systems to improve efficiency and effectiveness.
Education, Training, and Human Development	S		2.1	By 2020, SCSDB will develop and implement a Master Campus Safety Plan.								
Education, Training, and Human Development	M		2.1.1	SCSDB will develop a comprehensive campus safety plan to accommodate students with sensory disabilities.	On Going	1			July 1st-June 30th	SCSDB Dashboard	Total	Provides information to ensure safety of students and staff.
Education, Training, and Human Development	M		2.1.2	SCSDB will provide facilities that are safe and conducive to learning for sensory impaired learners.	On Going	1			10 Year Plan	Master Plan	Total	Allows needed information for future planning to ensure efficiency and effectiveness.
Education, Training, and Human Development	M		2.1.3	SCSDB will develop and implement record archiving in accordance to state and federal guidelines.	On Going	1			Annual	Archiving System	Total	Provides information on improving systems to improve efficiency and effectiveness.
Education, Training, and Human Development	S		2.2	SCSDB will provide safety related training for staff members on an annual basis.		100%	100%		Annual	SCSDB Dashboard	Total	Provides information to ensure safety of students and staff.
Education, Training, and Human Development	M		2.2.1	SCSDB will provide emergency training for students and staff.		100%	100%		Annual	SCSDB Dashboard	Total	Provides information to ensure safety of students and staff.
Education, Training, and Human Development	M		2.2.2	SCSDB will develop protocols for student medical needs as related to emergency situations and provide appropriate training to related staff members.	As Needed	As Needed			Annual	SCSDB Dashboard	Total	Provides information to ensure safety of students and staff.
Maintaining Safety, Integrity and Security	G	3		SCSDB Division of Outreach Services will be the statewide leader for individuals who are deaf, blind, or sensory multi-disabled through expanded Outreach Services.								
Maintaining Safety, Integrity and Security	S		3.1	Provide Quality Statewide Early Intervention Services for children with sensory disabilities in SC.								
Maintaining Safety, Integrity and Security	M		3.1.1	Early Intervention Services will be provided to meet the needs of children with sensory disabilities in SC.		382	550		July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Maintaining Safety, Integrity and Security	M		3.1.2	Outreach Services will insure positive customer satisfaction in the area of Early Intervention.		100%	100%		July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Maintaining Safety, Integrity and Security	S		3.2	Provide Quality Statewide Vision Outreach Services for children with sensory disabilities in SC.								
Maintaining Safety, Integrity and Security	M		3.2.1	Outreach Vision Services will be provided to meet the demands of local school districts.		316	300		July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Maintaining Safety, Integrity and Security	M		3.2.2	Outreach Services will insure positive customer satisfaction in the area of Vision Outreach Services.		93%	100%		July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Maintaining Safety, Integrity and Security	S		3.3	Provide Quality Statewide Deaf and Hard of Hearing Outreach Services for children with sensory disabilities in SC.								
Maintaining Safety, Integrity and Security	M		3.3.1	Outreach Deaf and Hard of Hearing Services will be provided to meet the demands of local school districts.		124	125		July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Maintaining Safety, Integrity and Security	M		3.3.2	Outreach Services will insure positive customer satisfaction in the area of Deaf and Hard of Hearing Services.		95%	100%		July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Maintaining Safety, Integrity and Security	S		3.4	Provide Quality Statewide Interpreting Services.								
Maintaining Safety, Integrity and Security	M		3.4.1	Interpreting Services will be provided to meet the accessibility needs on campus.		3,105.75 hrs	As Needed		July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
Maintaining Safety, Integrity and Security	M		3.4.2	Interpreting Services will be provided to meet the accessibility needs across SC.		3,086.25 hrs	As Needed		July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.

Agency Name: SCHOOL FOR THE DEAF & BLIND

Fiscal Year 2017-2018
Accountability Report

Agency Code: H750 Section: 006

Program Template

Program/Title	Purpose	FY 2017-18 Expenditures (Actual)				FY 2018-19 Expenditures (Projected)				Associated Measure(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
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.	\$ 2,119,220	\$ 2,406,987	\$ -	\$ 4,526,207	\$ 2,200,000	\$ 2,500,000	\$ -	\$ 4,700,000	1.1.1-1.1.4, 1.2.1-1.2.3, 1.3.1-1.3.3, 1.4.1-1.4.3, 2.1.1-2.1.3, 2.2.1-2.2.3, 2.3.1-2.3.3
Student Support	Specifically designed support services for students with sensory disabilities.	\$ 1,476,064	\$ 3,234,409	\$ -	\$ 4,710,473	\$ 1,500,000	\$ 3,300,000	\$ -	\$ 4,800,000	1.1.1-1.1.4, 1.2.1-1.2.3, 1.3.1-1.3.3, 1.4.1-1.4.3, 2.1.1-2.1.3, 2.2.1-2.2.3, 2.3.1-2.3.3
Residential	Provides students with opportunities to learn essential life skills.	\$ 2,230,031	\$ 293,324	\$ -	\$ 2,523,355	\$ 2,235,000	\$ 300,000	\$ -	\$ 2,535,000	1.1.1-1.1.4, 1.2.1-1.2.3, 1.3.1-1.3.3, 1.4.1-1.4.3, 2.1.1-2.1.3, 2.2.1-2.2.3, 2.3.1-2.3.3
Outreach	The provision of services to individuals with sensory disabilities, their families, and the professionals who serve them.	\$ 116,144	\$ 4,586,949	\$ 1,138,714	\$ 5,841,807	\$ 120,000	\$ 4,750,000	\$ 1,200,000	\$ 6,070,000	3.1.1-3.1.2, 3.2.1-3.2.2, 3.3.1-3.3.2, 3.4.1-3.4.2
Administration	Provides logistical support for all other program areas, strategic leadership, and oversight of compliance with regulatory standards. Includes campus safety and security. Also includes all technology related costs.	\$ 4,278,566	\$ 1,657,879	\$ 58,212	\$ 5,994,657	\$ 4,350,000	\$ 1,700,000	\$ 60,000	\$ 6,110,000	1.1.1-1.1.4, 1.2.1-1.2.3, 1.3.1-1.3.3, 1.4.1-1.4.3, 2.1.1-2.1.3, 2.2.1-2.2.3, 2.3.1-2.3.3, 3.1.1-3.1.2, 3.2.1-3.2.2, 3.3.1-3.3.2, 3.4.1-3.4.2
Physical Support	Responsible for the development, maintenance, housekeeping, and grounds keeping of the 160 acre, 38 building, 162 year-old campus.	\$ 1,949,186	\$ 10,876	\$ -	\$ 1,960,062	\$ 2,000,000	\$ 15,000	\$ -	\$ 2,015,000	1.1.1-1.1.4, 1.2.1-1.2.3, 1.3.1-1.3.3, 1.4.1-1.4.3, 2.1.1-2.1.3, 2.2.1-2.2.3, 2.3.1-2.3.3, 3.1.1-3.1.2, 3.2.1-3.2.2, 3.3.1-3.3.2, 3.4.1-3.4.2
Benefits	Employer paid fringe benefits	\$ 2,763,382	\$ 3,439,065	\$ 213,707	\$ 6,416,154	\$ 2,850,000	\$ 3,550,000	\$ 218,750	\$ 6,618,750	All

Agency Name:	SCHOOL FOR THE DEAF & BLIND
Agency Code:	H750 Section: 006

Fiscal Year 2017-2018
Accountability Report

Legal Standards Template

Item #	Law Number	Jurisdiction	Type of Law	Statutory Requirement and/or Authority Granted	Does this law specify who your agency must or may serve? (Y/N)	Does the law specify a product or service your agency must or may provide?	If yes, what type of service or product?	If other service or product, please specify what service or product.
1	Title 59	State	Statute	Education Law for Agency/School	Yes	Yes	Other service or product our agency must/may provide	Education for children in SC
2	IDEA	Federal	Statute	This law ensures services to children with disabilities	Yes	Yes	Other service or product our agency must/may provide	Education for children with disabilities
3	Perkins IV	Federal	Statute	Career and Technology Education	Yes	Yes	Other service or product our agency must/may provide	Career and Technology Education for children
4	Title II	Federal	Statute	Highly Qualified Teachers	Yes	Yes	Other service or product our agency must/may provide	Professional Development for teachers
5	Title III	Federal	Statute	ESOL	Yes	Yes	Other service or product our agency must/may provide	Education for English as a Second Language students
6	McKinney-Vento	Federal	Statute	Homeless	Yes	Yes	Other service or product our agency must/may provide	Education for homeless students
7	Title 59 Ch 47	State	Statute	Code of Laws for Agency/School	Yes	Yes	Other service or product our agency must/may provide	Education for children with sensory disabilities
8	Read to Succeed Act	State	Statute	A Comprehensive State Plan to Improve Reading Performance	Yes	Yes	Other service or product our agency must/may provide	Reading education for children in SC

Agency Name:	SCHOOL FOR THE DEAF & BLIND
Agency Code:	H750 Section: 6

Customer Template

Divisions or Major Programs	Description	Service/Product Provided to Customers	Customer Segments	Specify only for the following segments: (1) Industry; Name; (2) Professional Organization; Name; (3) Public; Demographics.
Educational, Residential, and Related Services	Children with sensory disabilities in South Carolina	Comprehensive educational programming and services to meet the educational and accessibility needs for children with sensory disabilities.	General Public	Children with sensory disabilities in South Carolina and their families
Outreach	Vision Services	Educational services and support to school districts in South Carolina to meet the educational and accessibility needs for children with sensory disabilities.	School Districts	
Outreach	Deaf/Hard of Hearing Services	Educational services and support to school districts in South Carolina to meet the educational and accessibility needs for children with sensory disabilities.	School Districts	
Outreach	Interpreting Services	Educational and community based interpreting	Executive Branch/State Agencies	
Outreach	Interpreting Services	Educational and community based interpreting	Judicial Branch	
Outreach	Interpreting Services	Educational and community based interpreting	Local Govts.	
Outreach	Interpreting Services	Educational and community based interpreting	Industry	
Outreach	Interpreting Services	Educational and community based interpreting	Professional Organization	
Outreach	Interpreting Services	Educational and community based interpreting	General Public	Private/Public Entities in South Carolina requesting interpreting services
Outreach	Children with sensory disabilities across South	Large Print and Braille Materials	School Districts	
Outreach	Early Intervention Services	Early Intervention Services for children with sensory disabilities and their families	General Public	DHHS and BabyNet
Outreach	Statewide Deaf/Hard of Hearing Consultant	Statewide Deaf/Hard of Hearing Consultant for the SC Department of Education	Executive Branch/State Agencies	SCDOE
Outreach	Statewide Vision Consultant	Statewide Vision Consultant for the SC Department of Education	Executive Branch/State Agencies	SCDOE
Outreach	Kelly's Kids	Preschool program for children with sensory disabilities in Spartanburg County	General Public	Spartanburg County First Steps

Agency Name: SCHOOL FOR THE DEAF & BLIND

Fiscal Year 2017-2018
Accountability Report

Agency Code: H750 Section: 006

Partner Template

Name of Partner Entity	Type of Partner Entity	Description of Partnership	Associated Goal(s)
SC Department of Education	State Government	Educational Programs	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 1.2.2,
AdvancEd	Professional Association	Accreditation	1.2.2, 2.1.1, 2.2.3, 2.3.3
SC Commission for the Blind	State Government	Workplace training for future transition	1.2.3, 1.3.2, 1.4.2
SC Vocational Rehabilitation	State Government	Workplace training for future transition	1.2.3, 1.3.2, 1.4.2
Spartanburg School Districts 6 and 7	K-12 Education Institute	Spartanburg School Districts 6 and 7	1.3.1
SC CIO Office	State Government	Agency Technology Security	1.4.1
SCASA	Professional Association	Technology Division Meeting	1.4.1
Local Law Enforcement	Local Government	SROs	2.2.2, 2.3.1
SCDHHS/Baby Net	State Government	Early Intervention services for children ages 0 - 3	3.1.1, 3.1.2
SCDDSN	State Government	Service provider for EI services for children with disabilities	3.1.1, 3.1.2
SC School Districts	K-12 Education Institute	Provide specialized instructional services for children with sensory	3.2.1, 3.2.2
SC Department of Corrections	State Government	Braille Production Center-Leath Correction Facility	3.4.1, 3.4.2
USC Upstate	Higher Education Institute	Training in the Universal Braille Code	3.4.1, 3.4.2

Fiscal Year 2019-20 Budget Request Executive Summary

Agency Code: H750
 Agency Name: School For The Deaf And The Blind
 Section: 6

Priority	Request Type	Request Title	FUNDING				FTES					
			State	Federal	Earmarked	Restricted	Total	State	Federal	Earmarked	Restricted	Total
1	B1 - Recurring	Increase Authority-Campus Master Plan (Demolition/Maintenance)			1,500,000		1,500,000					0.00
2	B1 - Recurring	Personnel Development Collaboration (Increase in federal authority to match grant awards)		600,000			600,000					0.00
3							0					0.00
4							0					0.00
5							0					0.00
6							0					0.00
7							0					0.00
8							0					0.00
9							0					0.00
10							0					0.00
11							0					0.00
12							0					0.00
13							0					0.00
14							0					0.00
15							0					0.00
16							0					0.00
17							0					0.00
18							0					0.00
19							0					0.00
20							0					0.00
21							0					0.00
22							0					0.00
23							0					0.00
24							0					0.00
25							0					0.00
26							0					0.00
27							0					0.00
28							0					0.00
29							0					0.00
30							0					0.00
TOTAL BUDGET REQUESTS			0	600,000	1,500,000	0	2,100,000	0.00	0.00	0.00	0.00	0.00

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6



**Fiscal Year 2019-20
Agency Budget Plan**

FORM A - BUDGET PLAN SUMMARY

OPERATING REQUESTS (FORM B1)	For FY 2019-20, my agency is (mark "X"):	
	<input type="checkbox"/>	Requesting General Fund Appropriations.
	<input type="checkbox"/>	Requesting Federal/Other Authorization.
	<input checked="" type="checkbox"/>	Not requesting any changes.
NON-RECURRING REQUESTS (FORM B2)	For FY 2019-20, my agency is (mark "X"):	
	<input type="checkbox"/>	Requesting Non-Recurring Appropriations.
	<input type="checkbox"/>	Requesting Non-Recurring Federal/Other Authorization.
	<input checked="" type="checkbox"/>	Not requesting any changes.
CAPITAL REQUESTS (FORM C)	For FY 2019-20, my agency is (mark "X"):	
	<input type="checkbox"/>	Requesting funding for Capital Projects.
	<input checked="" type="checkbox"/>	Not requesting any changes.
PROVISOS (FORM D)	For FY 2019-20, my agency is (mark "X"):	
	<input checked="" type="checkbox"/>	Requesting a new proviso and/or substantive changes to existing provisos.
	<input type="checkbox"/>	Only requesting technical proviso changes (such as date references).
	<input type="checkbox"/>	Not requesting any proviso changes.

Please identify your agency's preferred contacts for this year's budget process.

	<u>Name</u>	<u>Phone</u>	<u>Email</u>
PRIMARY CONTACT:	Ben Riddle	803-261-7926	briddle@scsdb.org
SECONDARY CONTACT:	Scott Ramsey	864-577-7522	sramsey@scsdb.org

I have reviewed and approved the enclosed FY 2019-20 Agency Budget Plan, which is complete and accurate to the extent of my knowledge.

	<u>Agency Director</u>	<u>Board or Commission Chair</u>
SIGN/DATE:		
TYPE/PRINT NAME:	Page B. McCraw, PhD President	Mr. Robert A. Dobson, III Board Chairman

This form must be signed by the agency head – not a delegate.

AGENCY NAME:	SC SCHOOL FOR THE DEAF AND THE BLIND		
AGENCY CODE:	H750	SECTION:	006

FORM B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	1
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	Increase in authority for needed demolition of campus buildings and related maintenance.
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Provide a brief, descriptive title for this request.

AMOUNT	General: Federal: Other: 1,500,000 Total:
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What is the net change in requested appropriations for FY 2019-20? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	0
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Please provide the total number of new positions needed for this request.

FACTORS ASSOCIATED WITH THE REQUEST	Mark "X" for all that apply:	
	<input type="checkbox"/>	Change in cost of providing current services to existing program audience
	<input type="checkbox"/>	Change in case load/enrollment under existing program guidelines
	<input type="checkbox"/>	Non-mandated change in eligibility/enrollment for existing program
	<input type="checkbox"/>	Non-mandated program change in service levels or areas
	<input checked="" type="checkbox"/>	Proposed establishment of a new program or initiative
	<input type="checkbox"/>	Loss of federal or other external financial support for existing program
	<input type="checkbox"/>	Exhaustion of fund balances previously used to support program
	<input type="checkbox"/>	IT Technology/Security related
	<input type="checkbox"/>	Consulted DTO during development
	<input type="checkbox"/>	Related to a Non-Recurring request – If so, Priority # _____

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES	Mark "X" for primary applicable Statewide Enterprise Strategic Objective:	
	<input checked="" type="checkbox"/>	Education, Training, and Human Development
	<input type="checkbox"/>	Healthy and Safe Families
	<input checked="" type="checkbox"/>	Maintaining Safety, Integrity, and Security
	<input type="checkbox"/>	Public Infrastructure and Economic Development
	<input type="checkbox"/>	Government and Citizens

AGENCY NAME:	SC SCHOOL FOR THE DEAF AND THE BLIND		
AGENCY CODE:	H750	SECTION:	006

ACCOUNTABILITY OF FUNDS	<p>These funds will be used in accordance with the Campus Master Plan Safety and Facilities Study that has been commissioned. As the first step toward fulfillment of the Master Plan, demolition and related maintenance is needed.</p>
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What specific strategy, as outlined in the FY 2018-19 Strategic Planning and Performance Measurement template of agency's accountability report, does this funding request support? How would this request advance that strategy? How would the use of these funds be evaluated?

RECIPIENTS OF FUNDS	<p>SCSDB will procure the needed services to complete projects to include providers of such services as construction and demolition contractors, engineering firms, architectural firms, and other service providers, as needed.</p>
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

JUSTIFICATION OF REQUEST	<p>This request is for budget authority. SCSDB has planned for this and has the cash on hand to carry out this demolition process. However, SCSDB lacks the ability to move forward in the spending these dollars without the budget authority to match. Without the matching authority, plans to move forward with the Campus Master Plan to enhance the safety and security, as well as learning environment for our students, will be impacted.</p>
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Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. If new positions have been requested, explain why existing vacancies are not sufficient.

AGENCY NAME:	SC SCHOOL FOR THE DEAF AND THE BLIND		
AGENCY CODE:	H750	SECTION:	006

FORM B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	2
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	Personnel Development Collaboration
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Provide a brief, descriptive title for this request.

AMOUNT	General: Federal: \$600,000.00 Other: Total:
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What is the net change in requested appropriations for FY 2019-20? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	N/A
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Please provide the total number of new positions needed for this request.

FACTORS ASSOCIATED WITH THE REQUEST	Mark “X” for all that apply:	
	<input checked="" type="checkbox"/>	Change in cost of providing current services to existing program audience
	<input checked="" type="checkbox"/>	Change in case load/enrollment under existing program guidelines
	<input type="checkbox"/>	Non-mandated change in eligibility/enrollment for existing program
	<input type="checkbox"/>	Non-mandated program change in service levels or areas
	<input checked="" type="checkbox"/>	Proposed establishment of a new program or initiative
	<input type="checkbox"/>	Loss of federal or other external financial support for existing program
	<input type="checkbox"/>	Exhaustion of fund balances previously used to support program
	<input type="checkbox"/>	IT Technology/Security related
	<input type="checkbox"/>	Consulted DTO during development
<input type="checkbox"/>	Related to a Non-Recurring request – If so, Priority # _____	

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES	Mark “X” for primary applicable Statewide Enterprise Strategic Objective:	
	<input checked="" type="checkbox"/>	Education, Training, and Human Development
	<input type="checkbox"/>	Healthy and Safe Families
	<input type="checkbox"/>	Maintaining Safety, Integrity, and Security
	<input type="checkbox"/>	Public Infrastructure and Economic Development
<input type="checkbox"/>	Government and Citizens	

AGENCY NAME:	SC SCHOOL FOR THE DEAF AND THE BLIND		
AGENCY CODE:	H750	SECTION:	006

ACCOUNTABILITY OF FUNDS	<p>Goal 3 focuses on Outreach Services and this expansion allows for SCSDB to continue to meet the needs of children with sensory disabilities across SC.</p>
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What specific strategy, as outlined in the FY 2018-19 Strategic Planning and Performance Measurement template of agency's accountability report, does this funding request support? How would this request advance that strategy? How would the use of these funds be evaluated?

RECIPIENTS OF FUNDS	<p>The federal funding is used to support the SC School for the Deaf and the Blind with providing programs and training for students who are blind and/or deaf/hard of hearing.</p>
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

JUSTIFICATION OF REQUEST	<p>The Personnel Development Collaboration exists through grant funding and an Inter-Agency contractual agreement between the SC Department of Education and the SC School for the Deaf and the Blind to maintain and/or expand the State's Instructional Resource Center; lead statewide vision technical assistance trainings to local educational agencies (LEAs); lead statewide deaf/hard of hearing technical assistance trainings to LEAs; support Project Magnify, which provides services to low-vision students to enhance their reading rates; and oversee the newly established Teacher of the Visually Impaired Mentor Program. The programs have grown incrementally since fiscal year 2016 and the funding to support the initiatives have increased respectively.</p> <p>The funding does not require a cost percentage match. However, if the funds were not received, there would be severe limitations on the capacity to provide the aforementioned programs and trainings to students who are blind and/or deaf/hard of hearing along with the teachers and staff that provide the services.</p>
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Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. If new positions have been requested, explain why existing vacancies are not sufficient.

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6

FORM D – PROVISIO REVISION REQUEST

NUMBER	6.3
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Cite the proviso according to the renumbered list for FY 2019-20 (or mark "NEW").

TITLE	SDB: Admissions
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Provide the title from the FY 2018-19 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	N/A
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	N/A
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Is this request associated with a budget request you have submitted for FY 2019-20? If so, cite it here.

REQUESTED ACTION	Delete
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Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	None
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Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	<p>This proviso is obsolete. SCSDB admission criteria is defined in the SCSDB Admission Board Policy and established by the SC School for the Deaf and the Blind Board of Commissioners in accordance to SC Law.</p>
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Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6

FISCAL IMPACT	None
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Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

PROPOSED PROVISO TEXT	<p>6.3. — (SDB: Admissions) Deaf, blind, multi-disabled and other disabled students identified by the Board of Commissioners as target groups for admission to the South Carolina School for the Deaf and the Blind may be admitted by the School either through direct application by parents or on referral from the local school district. The Board of Commissioners shall define the appropriate admissions criteria including mental capacity, degree of disability, functioning level, age, and other factors deemed necessary by the board. All placement hearings for admission to the South Carolina School for the Deaf and the Blind shall be organized by the School. The South Carolina School for the Deaf and the Blind shall obtain information from the local school district concerning the needs of the student and shall prepare an Individualized Education Plan for each student admitted. All parents applying for admission of their children must sign a statement certifying that they feel the South Carolina School for the Deaf and the Blind is the most appropriate placement which constitutes the least restrictive environment for the individual student, based upon needs identified in the placement meeting and the Individualized Education Plan. The decision concerning placement and least restrictive environment shall be reviewed annually at the IEP Conference.</p>
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Paste FY 2018-19 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6

FORM D – PROVISIO REVISION REQUEST

NUMBER	6.1
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Cite the proviso according to the renumbered list for FY 2019-20 (or mark "NEW").

TITLE	SDB: Student Activity Fee
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Provide the title from the FY 2018-19 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	N/A
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	N/A
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Is this request associated with a budget request you have submitted for FY 2019-20? If so, cite it here.

REQUESTED ACTION	Delete
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Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	None
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Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	<p>This proviso is obsolete. SCSDB does not collect student activity fees.</p>
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Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6

FISCAL IMPACT	N/A
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Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

PROPOSED PROVISO TEXT	<p>6.1. (SDB: Student Activity Fee) The School for the Deaf and the Blind is authorized to charge to the parents of students at the school a student activity fee, differentiated according to the income of the family. The required student activity fee shall not exceed \$40.00. Such revenue may be retained and carried forward into the current fiscal year and expended for the purpose of covering expenses for student activities.</p>
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Paste FY 2018-19 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6

FORM D – PROVISIO REVISION REQUEST

NUMBER	6.4
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Cite the proviso according to the renumbered list for FY 2019-20 (or mark "NEW").

TITLE	SDB: Mobility Instructor Service Fee
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Provide the title from the FY 2018-19 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	N/A
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	N/A
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Is this request associated with a budget request you have submitted for FY 2019-20? If so, cite it here.

REQUESTED ACTION	Delete
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Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	None
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Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	This proviso needs to be deleted. This service fee is covered under Proviso 6.8.
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Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6

FISCAL IMPACT	None
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Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

PROPOSED PROVISIO TEXT	<p>6.4. — (SDB: Mobility Instructor Service Fee) The School for the Deaf and the Blind is authorized to charge a fee for the services of a mobility instructor to provide service on a contractual basis to various school districts in the state, and such revenue shall be retained and carried forward into the current fiscal year and expended by the School for the purpose of covering expenses in the Blind School.</p>
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Paste FY 2018-19 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6

FORM D – PROVISIO REVISION REQUEST

NUMBER	6.7
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Cite the proviso according to the renumbered list for FY 2019-20 (or mark "NEW").

TITLE	SDB: USDA Federal Grants
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Provide the title from the FY 2018-19 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	N/A
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	N/A
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Is this request associated with a budget request you have submitted for FY 2019-20? If so, cite it here.

REQUESTED ACTION	Delete
-------------------------	--------

Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	None
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Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	This proviso is obsolete.
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Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6

FISCAL IMPACT	None
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Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

PROPOSED PROVISO TEXT	<p>6.7. (SDB: USDA Federal Grants) All revenues generated from USDA federal grants may be retained and expended by the SCSDb in accordance with Federal regulations for the purpose of covering actual expenses in the cafeteria/food service operations of the school.</p>
------------------------------	---

Paste FY 2018-19 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6

FORM D – PROVISIO REVISION REQUEST

NUMBER	6.14
---------------	------

Cite the proviso according to the renumbered list for FY 2019-20 (or mark "NEW").

TITLE	SDB: Buildings
--------------	----------------

Provide the title from the FY 2018-19 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	N/A
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	N/A
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Is this request associated with a budget request you have submitted for FY 2019-20? If so, cite it here.

REQUESTED ACTION	Delete
-------------------------	--------

Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	None
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Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	<p>This proviso is obsolete. SCSDB works under the state engineer as a state agency and with the SC Department of Education for school facilities in accordance to SC Law and State Board of Education Regulations.</p>
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Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6

FISCAL IMPACT	None
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Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

PROPOSED PROVISO TEXT	<p>6.14. (SDB: Buildings) For the current fiscal year, the South Carolina School for the Deaf and Blind will be subject to the same requirements as a local education agency for the purposes of building renovation and construction.</p>
------------------------------	--

Paste FY 2018-19 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6

SUMMARY	<p>SCSDB will reduce the operating budget by \$456,446 to cover this 3% general fund reduction.</p>
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Please provide a detailed summary of service delivery impact caused by a reduction in General Fund Appropriations and provide the method of calculation for anticipated reductions. Agencies should prioritize reduction in expenditures that have the least significant impact on service delivery.

AGENCY COST SAVINGS PLANS	<p>Should the need arise, SCSDB will implement an across the board 3% reduction in operating expenditures by reducing operating budgets in each area of operations. Upon implementation, expenditures will be reviewed to ensure that funds are being spent on essential needs corresponding to Agency goals and objectives outlined in the most recent accountability report.</p>
----------------------------------	--

What measures does the agency plan to implement to reduce its costs and operating expenses by more than \$50,000? Provide a summary of the measures taken and the estimated amount of savings. How does the agency plan to repurpose the savings?

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6

FORM F – REDUCING COST AND BURDEN TO BUSINESSES AND CITIZENS

TITLE	N/A
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Provide a brief, descriptive title for this request.

EXPECTED SAVINGS TO BUSINESSES AND CITIZENS	N/A
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What is the expected savings to South Carolina’s businesses and citizens that is generated by this proposal? The savings could be related to time or money.

FACTORS ASSOCIATED WITH THE REQUEST	<p>Mark “X” for all that apply:</p> <input type="checkbox"/> Repeal or revision of regulations. <input type="checkbox"/> Reduction of agency fees or fines to businesses or citizens. <input type="checkbox"/> Greater efficiency in agency services or reduction in compliance burden. <input type="checkbox"/> Other
--	--

METHOD OF CALCULATION	The SC School for the Deaf and the Blind charges a fee for the services provided to businesses, school districts and citizens of the State of South Carolina. These fees are at or below market rate for services such as Interpreting, braille production, and vision services.
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Describe the method of calculation for determining the expected cost or time savings to businesses or citizens.

REDUCTION OF FEES OR FINES	N/A
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Which fees or fines does the agency intend to reduce? What was the fine or fee revenue for the previous fiscal year? What was the associated program expenditure for the previous fiscal year? What is the enabling authority for the issuance of the fee or fine?

REDUCTION OF REGULATION	N/A
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Which regulations does the agency intend to amend or delete? What is the enabling authority for the regulation?

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6

SUMMARY

The South Carolina School for the Deaf and the Blind does not issue regulations.

*Provide an explanation of the proposal and its positive results on businesses or citizens.
How will the request affect agency operations?*

Public Education and Special Schools Subcommittee Proviso Request Summary

Proviso # in FY 19-20 Act	Proviso Title	Short Summary	Agency Reccomended Action (keep, change, delete, add)
6.1	SDB Student Activity Fee	This proviso is obsolete.	Delete
6.3	SDB Admissions	This proviso is obsolete.	Delete
6.4	SDB Mobility Instructor Fee	This proviso is obsolete.	Delete
6.7	SDB USDA Federal Grants	This proviso is obsolete.	Delete
6.14	SDB Buildings	This proviso is obsolete.	Delete

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6

FORM D – PROVISIO REVISION REQUEST

NUMBER	6.1
---------------	-----

Cite the proviso according to the renumbered list for FY 2019-20 (or mark "NEW").

TITLE	SDB: Student Activity Fee
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Provide the title from the FY 2018-19 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	N/A
-----------------------	-----

Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	N/A
-------------------------------	-----

Is this request associated with a budget request you have submitted for FY 2019-20? If so, cite it here.

REQUESTED ACTION	Delete
-------------------------	--------

Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	None
--------------------------------	------

Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	<p>This proviso is obsolete. SCSDB does not collect student activity fees.</p>
----------------------------------	--

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6

FISCAL IMPACT	N/A
----------------------	-----

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

PROPOSED PROVISO TEXT	<p>6.1. — (SDB: Student Activity Fee) The School for the Deaf and the Blind is authorized to charge to the parents of students at the school a student activity fee, differentiated according to the income of the family. The required student activity fee shall not exceed \$40.00. Such revenue may be retained and carried forward into the current fiscal year and expended for the purpose of covering expenses for student activities.</p>
------------------------------	--

Paste FY 2018-19 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6

FORM D – PROVISIO REVISION REQUEST

NUMBER	6.3
---------------	-----

Cite the proviso according to the renumbered list for FY 2019-20 (or mark "NEW").

TITLE	SDB: Admissions
--------------	-----------------

Provide the title from the FY 2018-19 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	N/A
-----------------------	-----

Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	N/A
-------------------------------	-----

Is this request associated with a budget request you have submitted for FY 2019-20? If so, cite it here.

REQUESTED ACTION	Delete
-------------------------	--------

Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	None
--------------------------------	------

Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	<p>This proviso is obsolete. SCSDB admission criteria is defined in the SCSDB Admission Board Policy and established by the SC School for the Deaf and the Blind Board of Commissioners in accordance to SC Law.</p>
----------------------------------	--

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6

FISCAL IMPACT	None
----------------------	------

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

PROPOSED PROVISO TEXT	<p>6.3. — (SDB: Admissions) Deaf, blind, multi-disabled and other disabled students identified by the Board of Commissioners as target groups for admission to the South Carolina School for the Deaf and the Blind may be admitted by the School either through direct application by parents or on referral from the local school district. The Board of Commissioners shall define the appropriate admissions criteria including mental capacity, degree of disability, functioning level, age, and other factors deemed necessary by the board. All placement hearings for admission to the South Carolina School for the Deaf and the Blind shall be organized by the School. The South Carolina School for the Deaf and the Blind shall obtain information from the local school district concerning the needs of the student and shall prepare an Individualized Education Plan for each student admitted. All parents applying for admission of their children must sign a statement certifying that they feel the South Carolina School for the Deaf and the Blind is the most appropriate placement which constitutes the least restrictive environment for the individual student, based upon needs identified in the placement meeting and the Individualized Education Plan. The decision concerning placement and least restrictive environment shall be reviewed annually at the IEP Conference.</p>
------------------------------	--

Paste FY 2018-19 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6

FORM D – PROVISIO REVISION REQUEST

NUMBER	6.7
---------------	-----

Cite the proviso according to the renumbered list for FY 2019-20 (or mark "NEW").

TITLE	SDB: USDA Federal Grants
--------------	--------------------------

Provide the title from the FY 2018-19 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	N/A
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	N/A
-------------------------------	-----

Is this request associated with a budget request you have submitted for FY 2019-20? If so, cite it here.

REQUESTED ACTION	Delete
-------------------------	--------

Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	None
--------------------------------	------

Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	This proviso is obsolete.
----------------------------------	---------------------------

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6

FISCAL IMPACT	None
----------------------	------

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

PROPOSED PROVISO TEXT	<p>6.7. — (SDB: USDA Federal Grants) All revenues generated from USDA federal grants may be retained and expended by the SCSDb in accordance with Federal regulations for the purpose of covering actual expenses in the cafeteria/food service operations of the school.</p>
------------------------------	---

Paste FY 2018-19 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6

FORM D – PROVISIO REVISION REQUEST

NUMBER	6.4
---------------	-----

Cite the proviso according to the renumbered list for FY 2019-20 (or mark "NEW").

TITLE	SDB: Mobility Instructor Service Fee
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Provide the title from the FY 2018-19 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	N/A
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	N/A
-------------------------------	-----

Is this request associated with a budget request you have submitted for FY 2019-20? If so, cite it here.

REQUESTED ACTION	Delete
-------------------------	--------

Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	None
--------------------------------	------

Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	<p>This proviso needs to be deleted. This service fee is covered under Proviso 6.8.</p>
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Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6

FISCAL IMPACT	None
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Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

PROPOSED PROVISO TEXT	<p>6.4. — (SDB: Mobility Instructor Service Fee) The School for the Deaf and the Blind is authorized to charge a fee for the services of a mobility instructor to provide service on a contractual basis to various school districts in the state, and such revenue shall be retained and carried forward into the current fiscal year and expended by the School for the purpose of covering expenses in the Blind School.</p>
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Paste FY 2018-19 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6

FORM D – PROVISIO REVISION REQUEST

NUMBER	6.14
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Cite the proviso according to the renumbered list for FY 2019-20 (or mark "NEW").

TITLE	SDB: Buildings
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Provide the title from the FY 2018-19 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	N/A
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	N/A
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Is this request associated with a budget request you have submitted for FY 2019-20? If so, cite it here.

REQUESTED ACTION	Delete
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Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	None
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Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	<p>This proviso is obsolete. SCSDB works under the state engineer as a state agency and with the SC Department of Education for school facilities in accordance to SC Law and State Board of Education Regulations.</p>
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Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6

FISCAL IMPACT	None
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Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

PROPOSED PROVISO TEXT	<p>6.14. (SDB: Buildings) For the current fiscal year, the South Carolina School for the Deaf and Blind will be subject to the same requirements as a local education agency for the purposes of building renovation and construction.</p>
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Paste FY 2018-19 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

SCSDB General Fund carry forward from FY18 to FY19: \$1,480,496.73

Table

Personnel Area	Authorized Total FTE	Authorized Classified FTE	Authorized Unclassified FTE	Position FTE	Actual Total FTE	Actual Total Classified	Actual Total Unclassified	Filled FTE Total	Filled Classified	Filled Unclassified	Vacant FTE Total	Vacant Classified	Vacant Unclassified	Total Salary	Difference Authorized - Actual
H750 SCHOOL FOR THE DEAF AND BLIND	315.380	213.340	102.040	294.5182	294.523	209.229	85.294	273.294	193.650	79.644	21.229	15.579	5.650	\$ 14,557,734.00	20.851
Overall Result	315.380	213.340	102.040	294.5182	294.523	209.229	85.294	273.294	193.650	79.644	21.229	15.579	5.650	\$ 14,557,734.00	20.851

Table

Personnel Area	Authorized Total FTE	Authorized State	Authorized Federal	Authorized Other	Position FTE	Actual Total FTE	State FTE	Federal FTE	Other FTE	Filled FTE	State Filled	Federal Filled	Other Filled	Vacant FTE	State Vacant	Federal Vacant	Other Vacant	Total Salary	Difference Authorized - Actual
11750 SCHOOL FOR THE DEAF AND BLIND	315.300	179.050	0.000	126.640	294.5182	294.523	164.507	6.623	123.393	273.294	153.350	6.623	113.321	21.229	11.157	0.000	10.072	\$ 14,557,734.60	20.855
Overall Result	315.300	179.050	0.000	126.640	294.5182	294.523	164.507	6.623	123.393	273.294	153.350	6.623	113.321	21.229	11.157	0.000	10.072	\$ 14,557,734.60	20.855

South Carolina School for the Deaf and the Blind



FY 2019-20 Budget Hearing

Agency Attendees

- Page B. McCraw, Agency Head
- Scott Ramsey, Director of Operations
President's Office
- Scott Falcone, Director of Outreach Services
- Ben Riddle, CFO



SCSDB Mission and Vision

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

Vision Statement: SCSDB's vision for the future is to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.



Accountability Report Highlights

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

- IEP Goal Performance: 92% Mastery
- Brigance Math/ELA: 89%
- Work Based Learning Experiences: 100%
- Student Placement: 93%



Accountability Report Highlights

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.

- Focus on the need to review and update business continuity models to ensure students are served in a safe environment
- Review and update protocols
- Campus Safety/Grounds/Facilities
- Emergency Notification Systems/Access Control Systems
- Record Archiving



Accountability Report Highlights

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.

- Early Intervention: 582 Children/Families Served
- Vision Services: 316 Children across SC
- Deaf/HH Services: 124 Children across SC
- Interpreting: 3,105.75 Hours on Campus
3,086.25 Hours in Community
- Braille Production Center: Braille Pages 160.625
Tactile Graphics 28,001



Current Year “New” Funding

Campus Master Plan Reminder



Increase in Budget Authority: \$1,500,000
Building Demolition and Related Maintenance

Recurring Budget Requests

Personnel Development Collaboration (PDC) Grant:

Increase in Other Funds Authority: \$600,000

Inter-Agency contractual agreement between the SC Department of Education and SCADB The programs have grown incrementally since fiscal year 2016 and the funding to support the initiatives have increased respectively.



Proviso Requests



- 6.1 Student Activity Fee
- 6.3 Admissions
- 6.4 Mobility Instructor Fee Service
- 6.7 USDA Federal Funds
- 6.14 Buildings



SCSDB Wrap-up



Embrace the Possibilities

From Greenwood to Columbia, Ninety Six girl enthalls with her voice

Greenwood Index-Journal, March 1, 2018



During September 2017 rehearsals for GCT's first Penguin Project production, Adalissa Howard, center, sings "Tomorrow," flanked by peer mentors, Ella Wood, left, and Claire Leuthner-Barrineau.

Whether on the Greenwood stage or Statehouse floor, Adalissa Howard knows how to carry a tune. Fresh off her starring role in "Annie Jr." in last year's Penguin Project, the 14-year-old helped open Tuesday's session for the state House of Representatives, performing two Alan Menken numbers with her peers from the South Carolina School for the Deaf and Blind.

"We practiced a lot, and it was exciting to sing in front of them all," said Adalissa, a sixth-grader at the Spartanburg school.

Continued

Ninety Six girl entralls with her voice

With her enthusiastic spirit and cheery optimism, Adalissa is an ambassador of sorts. The three-time reigning S.C. Miss Amazing Junior Teen Queen, she has Bardet-Biedl syndrome, a genetic disorder that affects 1 in 140,000-160,000 newborns in North America and Europe.

It brings a variety of challenges for Adalissa — learning disabilities, ADHD, Autism Spectrum Disorder, kidney problems, severe anxiety, sleep apnea and insomnia and vision difficulties.

Adalissa grew familiar with her new school after attending its summer camp for the past three years. She transferred full-time this year from Edgewood Middle School in Ninety Six.

“Here, a lot of kids have canes, so I don’t have to be the only one,” Adalissa said. “I like that everyone here has the same disabilities, and we can get along.”

Adalissa is one of 250 students who stay on the school’s Spartanburg campus — though it reaches nearly 1,500 statewide through outreach facilities in Charleston and Columbia.

It’s also one of 56 Arts in Basic Curriculum – or ABC – sites across the state. A cooperative initiative run by the state Arts Commission, state Department of Education and Winthrop University’s College of Visual and Performing Arts, ABC schools are unique in the depth of offerings they provide to students.

“Like I tell everybody, our standards are the same. The key is just making it accessible,” said Josh Padgett, fine arts coordinator at the SC School for the Deaf and Blind.

He said using arts as a means of expression is also critical to the school’s mission.

“The arts are great for kids to express themselves in other ways, and also to show what they’ve learned in academic subjects,” he said. “And it also helps them make connections.”

Carrie Page, Adalissa’s music teacher, said she quickly distinguished herself after joining the chorus group in January.

“She always works hard and is very motivated to do everything she can to learn her part, whether in music class or after-school chorus,” Page said.

Adalissa’s inquisitive nature — she’s an avid reader and dancer — contributes to her comfort level in front of large groups, she said.

“I like performing more than practicing. And I would like to go back,” she said of her trip to Columbia.

Article by Adam Benson

School for the Deaf and the Blind hosts tea party to say thank you

Spartanburg Herald-Journal, March 13, 2018



The S.C. School for the Deaf and the Blind hosted a tea party for the Spartanburg County Medical Society Alliance on Tuesday. The groups recently donated money for two new playrooms at the school. Before going to the new rooms, Azaria Chalk, 8, took time to enjoy snacks during the party.

After funding two new playrooms at the S.C. School for the Deaf and the Blind, Spartanburg County Medical Society and Alliance members were treated to a tea party Tuesday.

Organization representatives were welcomed to the SCSDB campus in the morning, where they were thanked by kindergarten and first-grade students at the school.

SCSDB President Page McCraw said the playrooms will further young students' education.

“Playrooms filled with toys, books and fun activities contribute to a cheerful environment as well as the opportunity to learn socialization and leisure skills,” McCraw said in a statement. “We are grateful to the alliance for making these new playrooms a reality.”

Continued

School for the Deaf and the Blind hosts tea party to say thank you

The new girls playroom, located in Henderson Hall, includes Barbie and doll sections, a market area, art and reading centers, and a LEGO section.

The new boys playroom in Hall Dormitory includes comic book heroes and transportation areas, a LEGO section, a Nintendo Wii gaming area, and art and reading centers.



Photos by Alex Hicks, Jr. and Dede Ward

Sertoma, Inc. awards grant to the SC School for the Deaf and the Blind to provide advanced training for speech therapists

UpstatebizSC, April 24, 2018



Ruth Ann Hickerson (left) joins in as Glenna Stitt (center) works with student Lillian Moon on color identification, task selection, and following directions using an iPad app as a communication tool. Ms. Hickerson is treasurer of the Uptown Sertoma Club of Spartanburg and Glenna Stitt is a speech-language pathologist at the SC School for the Deaf and the Blind.

The SC School for the Deaf and the Blind is enhancing services for deaf students who have good potential to develop speech and listening skills.

A grant obtained through Sertoma, Inc., with support from Uptown Sertoma Club of Spartanburg, has provided additional training for the school's eight speech and language therapists. The training will increase therapists' skills in working with students who use cochlear implants and hearing aids as well as all students with good speech and listening potential.

Continued

***Sertoma, Inc. Awards Grant
to SC School for the Deaf and the Blind***

“Students who benefit from assistive hearing devices are ideal candidates for speech and listening training,” said Jolene Madison, special education director at the SC School for the Deaf and the Blind. “This grant will help us meet the varied communication needs of a diverse student population and complement our focus on American Sign Language. The use of multiple communication modalities has tremendous potential to help students communicate more effectively with both hearing and deaf individuals, increasing their independence and employment opportunities.”

Currently, 23 of the school’s on-campus students use cochlear implants, electronic devices that help provide a sense of sound to people who are profoundly deaf or severely hard of hearing. Another 67 campus students use hearing aids. In addition, the school serves students who use assistive devices in public school districts and homes throughout the state.

Sertoma training manager Carol Moore worked with the school’s foundation to obtain the grant. “The Uptown Sertoma Club of Spartanburg is excited that once again we were able to support the SC School for the Deaf and Blind as an affiliate under our Adopt-an-Agency program that was established in 1977. This program is a network of nonprofit, hearing health organizations that share the same mission and goals, helping expand awareness and impacting individuals with communicative disorders. From our support, the school completed a \$5,000 grant and received one of 19 grants awarded to organizations across the United States,” she said. “We are proud to be associated with this outstanding school and of our continued work with them, not only during the past 30 years, but in the future impacting the lives of these students and staff.”

About Sertoma: Sertomans across the country are unified with a single purpose: serve communities and improve the lives of those who need help. Sertoma’s mission and passion is to improve the quality of life for those at risk or impacted by hearing loss through education and support.

About the SC School for the Deaf and the Blind Foundation: Founded in 1979 for the sole purpose of working directly with the SC School for the Deaf and the Blind, the SC School for the Deaf and the Blind Foundation is a non-profit organization dedicated to securing resources that enable the SC School for the Deaf and the Blind to achieve its mission and goals. For more information, visit www.scsdbfoundation.org.

About the SC School for the Deaf and the Blind: Based in Spartanburg, the SC School for the Deaf and the Blind is the state’s specialized school for students who are deaf or blind. It offers pre K-12 educational programs on its main campus in Spartanburg and specialized vision and hearing services in school districts and homes throughout the state. For more information, go to www.scsdb.org

School for the Deaf and the Blind unveils ‘makerspace’

Spartanburg Herald-Journal, May 17, 2018



The SC School for the Deaf and the Blind held a ribbon-cutting ceremony for a new “makerspace” at the school in Spartanburg on Thursday. The STEM workshop was provided by help from AFL and Scansource. Students, including fifth grader Iris Hare, left, enjoy building things in the Einstein’s Workshop during the opening for the makerspace on the campus Thursday.

Heilyin Sanchez is afraid of bugs.

That’s why when the third-grader sat down Thursday at the S.C. School for the Deaf and the Blind’s new Einstein’s Workshop, she decided to build one.

“I’m scared of bugs, but I want to become friends with one,” she said.

Sanchez was one of a handful of vision-impaired students who attended the ribbon-cutting ceremony Thursday for Einstein’s Workshop, a space designed to help students learn about science, technology, electronics and math, commonly called STEM.

Continued

School for the Deaf and the Blind unveils ‘makerspace’

The new workshop includes five work stations that provide students with activities such as bridge building, designing simple machines and constructing geometric forms.

Jennifer Stanion, the lead principal for the School of the Deaf, said children who are blind or deaf are often less exposed to STEM skills than other children. The workshop, she said, is designed to help close that gap.

“We, as teachers here at SCSDB, wind up providing a lot of direct instruction in things that typical kids pick up, learn, see around them every day,” she said. “One of the reasons we wanted to have this space is to give our students a solid foundation in playing with technology, playing with engineering principles, playing with electricity, those types of things, in a setting that was going to provide them with the information they needed to connect it with the other things they’re learning every day.”

D.H. Blackwelder, a middle school career and technology teacher at the SCSDB, said in the years he’s taught at the school, he’s often found his students come to his class with very little background in the subject matter he’s teaching.

He said he hopes the workshop will give the school’s elementary students a foundation so his classes can do more advanced projects.

“The biggest thing as a teacher here is that I’m able to expose them to activities,” he said. “Once they’re exposed to it, whether it’s the blind or the deaf students, they can go with it, and I try to take them to the next level.”

The school paid for the workshop with \$16,200 of grant money from ScanSource and AFL, said Ann Akerman, CEO of the S.C. School for the Deaf and the Blind Foundation.

She said the two companies’ decision to fund the program is a reflection of its importance.

“It’s highly competitive in the world of philanthropy, so to be chosen just validates what we do here,” she said.



Continued

School for the Deaf and the Blind unveils 'makerspace'

Stanion said she's excited about what the workshop can mean for students like Sanchez.

"There are so many technology-driven jobs coming into South Carolina that we really need to provide the experiences for the students now to have the good foundation that will lead them to being independent members of the community when they get older," she said.



Article by Conor Hughes, Photos by Tim Kimzey

Photos: SC School for the Deaf and the Blind - Spartanburg Graduates

GoUpstate.com, May 23, 2018



Alexis McClurkin lives in Wellford and plans to work and obtain additional education after graduation. While in school, Alexis received vocational training in art, design, and photography. She served on the yearbook staff, student council, and Junior National Association of the Deaf. Her team won first place for their project on Brazil at the school's International Festival. She was also a cheerleader and a member of the YMCA basketball team. Alexis is the daughter of Tiffany Smith and Bruce McClurkin.

Cristian Ramirez plans to work and attend Greenville Technical College. He played football and received awards for sports, science, positive behavior, English, math, and social studies. His career training included repairing small engines, building houses, cooking, and yearbook. Cristian is the son of Mr. and Mrs. Gabriel Ramirez.



Karon Madison plans to attend Spartanburg Community College. "I really enjoy learning anything new," she said. While in school, Karon competed on the Academic Bowl team and was on the A/B Honor Roll. She received sports and positive behavior awards. Karon is the daughter of Krista W. Madison.



Photos: Spartanburg Graduates Continued



Keilyn Bello is the Fine Arts Student of the Year for Cedar Springs Academy. After graduation, she plans to attend a day activity program. While in school, Keilyn received the Elementary Athlete of the Year Award, a State Library Award, a State Library Honorable Mention, and a Second Place State Library Award. She was also homecoming queen. Her vocational training was in hospitality. Keilyn is the daughter of Jose and Ramona Bello.



Alondra Linares Guerrero plans to work in housekeeping after graduation. While in school, she received vocational training in hospitality and housekeeping. Honors and awards she received included Terrific Kid of the Year, Student of the Year, Applied Academics Hospitality Award, and HALTER (Healing and Learning Through Equine Relationships) Award. Alondra is the daughter of Monica Linares Fabian and Eliseo Guerrero Tello.



Keneesha Sampson plans to stay home and assist her family after graduation. She recently received the Daughters of the American Revolution Good Citizenship Award and was named Terrific Student of the Month while in school. She participated in Special Olympics bowling, Special Olympics track and field, and Jump Rope for Heart. Kaneesha is the daughter of Ednie Miller.



Mauricio Reynoso plans to go to work after graduation. "I want to get a good job and make more money," he said. Mauricio participated in the school's storytelling program and the Optimist Speech Contest. Mauricio is the son of Benita and Roman Reynoso.

Soaring above adversity: Local SC School for Deaf and Blind grads excel socially, academically

Orangeburg Times and Democrat, June 9, 2018



Yasmeen Crute, center, won a four-year scholarship. The scholarship was presented by Ann Akerman, CEO of the SC School for the Deaf and the Blind Foundation, and Sara Kollock, director of education services for the SC School for the Deaf and the Blind.



Devin Tyler was named Fine Arts Student of the Year at the SC School for the Deaf and the Blind. The award was presented by Josh Padgett, fine arts program coordinator.

Orangeburg residents Yasmeen Crute and Devin Tyler did not let adversity stand in the way of academic and social excellence at the South Carolina School for the Deaf and the Blind. The award-winning graduates were determined to reach their goals.

They graduated on June 1. Crute attended the School for the Deaf, while Tyler attended the SCSDB's Cedar Springs Academy, which serves state students who have a vision or hearing disability with at least one other physical or intellectual disability.

Crute, 18, plans to attend the College of Charleston to work toward a degree in veterinary medicine. Tyler, 21, plans to work in housekeeping.

At the SCSDB's recent Awards Day, Crute received the McAlister Scholarship, a four-year scholarship to a state school in South Carolina. She was also recognized for having the highest grade point average in the School for the Deaf and was presented the Norman Pulliam Scholarship of \$1,000.

Tyler was named the Fine Arts Student of the Year and Residential Life Student of the Year. While in school, he received training in the field of hospitality. He earned numerous honors, including Best Morning Classroom Helper Award, Outstanding Music Performance Award, Music Chorus Award and Second Year Piano Award. Tyler was also named Cedar Springs Academy Outstanding Senior and was presented a \$500 Bill and Valerie Barnet Scholarship.

Continued

Soaring above adversity: Local SC School for Deaf and Blind grads excel socially, academically

'It's very rewarding'

"I'm doing piano still," said Tyler, who performed during a piano recital on May 23.

He had also participated in theater, chorus, talent shows, spelling bees, storytelling, a Braille Challenge and the Technology Olympics while at the SCSDB.

"I've been to the Statehouse with the chorus and I've been involved in Special Olympics in the areas of bowling and track and field," Tyler said.

He said he had learned a great deal while at school, including how to use his cane so that he can travel safely and how to read and write braille.

"I'm planning on getting a job for the summer. My mom did mention that she was going to try to get me to do something for the summer," Tyler said, noting that his family has been "taking care of me as always."

His mother and stepfather are Sabrina and Raford McMillan of Orangeburg.

Kathy Goodwin, Tyler's teacher, said, "We're hoping that he will have the opportunity with some organization through a partnership with the (S.C.) Commission (for the Blind) to have a job and have somebody take him out and work in a work-supported environment."

"He would like to do custodial care. That's kind of what he's been planning," Goodwin added.

Sarah Davis, the principal of Cedar Springs Academy, said Tyler's family have provided him with a lot of encouragement and are proud of him.

McMillan said her son came a long way after being born four and a half months premature and weighing just one pound.

"He stayed in the hospital from May until September. He is a miracle child," she said, noting that her son had attended the SCSDB since he was 4.

"They brought him from not eating and just barely walking to where he is now. They've done a marvelous job with him. His whole family, including his two brothers, are very proud of him," McMillan said, noting that her son has persevered despite his blindness, diabetes and history of seizures.

Continued

Soaring above adversity: Local SC School for Deaf and Blind grads excel socially, academically

"He's made a big accomplishment in his life. One time I didn't think he was even going to make it. But the good Lord blessed me with him, and I thank him every day for him. He could have taken him away from me, but he didn't," she said.

Davis said, "We will really miss Devin and our other students who are graduating, but we're proud of their accomplishments."

"It's very rewarding. I feel very proud of my students to see how far they have come, all of their accomplishments," Goodwin said. "Devin is very outgoing and positive. He wasn't always like that."

She said the young man has grown socially.

"He was quiet, but now he loves to get in front of a crowd. He really enjoys singing with the chorus and talking in front of a group. It's great to see them gain the skills that they need to be able to be productive in the world," Goodwin said.

"That gives me a great sense of satisfaction to see them wanting to move forward and to do the things that they can to give back to their own community," she said.

Crute participated in her school's cooperative mainstreaming program with Dorman High School. She completed an internship at Spartanburg Animal Clinic and received career training through the S.C. Department of Vocational Rehabilitation.

"I got an internship at the animal clinic that was close by the school. I did that for quite some time. I helped out with the animals, cleaned their teeth and took their bloodwork," Crute said.

"I've just loved animals ever since I was a young kid. Growing up I've always loved animals," she said.

Crute also loves sports. She managed to strike a healthy balance between her academic and athletic pursuits. While in school she was a member of student council and played volleyball and basketball. Her other accomplishments included: honor roll; principal's academic list; excellence in social studies award; excellence in mathematics award; junior marshal; American Legion Award and National Society of High School Scholars listing.

"I became involved in sports my first year. I didn't know if I'd continue with any sports, being in the mainstream high school. So it was a lot more work. It was hard to focus on sports and school at the same time," Crute said. But she persevered.

Continued

Soaring above adversity: Local SC School for Deaf and Blind grads excel socially, academically

Crute said she was involved in many fulfilling experiences while at school.

“I was involved in a writing contest in ninth grade, and I won first place for that,” she said, adding that she appreciates the tremendous support from her teachers.

“It’s been very important. They’ve supported me so much. Most of my teachers are very supportive and help me focus and achieve everything that I’ve achieved. It’s definitely helped me focus a lot,” Crute said.

“Before I came to school, I was very shy. Here, there were a lot of open-minded people if I wanted to be like that. So socializing with people who are like that helped me to become that kind of person.”

She said she feels good about having achieved so much in her young life.

“I’m a person who really likes to focus on my school studies. That’s what comes first. If I have a 'B' or something like that, I’d still want that higher grade. It’s not good enough for me. I want the highest grade I can get,” Crute said. “I’m very focused and determined to get those good grades.”

Her mother, Melinda Amos of Orangeburg, said she is very proud of her daughter.

“She’s been through a lot, but I always encouraged her,” along with her grandmother, great-grandmother, aunt and stepfather, Amos said.

“I always told her to do her best and strive to be the very best she can be. She has her moments,” she said. Amos said her daughter was always told to pray and not let anything or anyone hinder her success.

“She loves sports and enjoys her passion for animals. Her goal is to have her own home and open up her home to all pets so she can take care of them herself and give them a loving home,” Amos said.

“I’m encouraging her. Both of her grandmas are encouraging her to do that, and her teachers. I’m behind her 100 percent.”

Sara Kollock, director of educational services at the S.C. School for the Deaf and the Blind, said the entire school family is proud of Crute and how much she has accomplished.

“She is at the top of her class ... and she always tries her best. She is a great role model for all of the other students in the schools, and we are very proud of her. We look forward to seeing her succeed and soar in life,” Kollock said.

Article by Dionne Gleaton

Two local residents participating in Special Olympics USA in Seattle

Orangeburg Times and Democrat, June 30, 2018



Lillian Elmore, left, Coach Lesley Aycock, middle, and Maya Patterson, right, will be traveling to Seattle, Washington with Team South Carolina to participate in the bocce competition for Special Olympics USA Games July 1-6.

Two Orangeburg County residents are part of the third largest delegation attending the 2018 Special Olympic USA Games July 1-6, in Seattle, Washington.

Team South Carolina's delegation has 166 members including athletes and Unified Partners and coaches. Lillian Elmore of Orangeburg is competing in the sport of bocce, and Kurt Wyndham of North is coaching bowling.

“Special Olympics South Carolina believes in giving as many athletes (as possible) the opportunity to participate. For the 2018 Special Olympics USA Games, South Carolina will have athletes and teams competing in 11 different sports,” said Leigh C. Lowery, SOSC communications director.

Continued

Two local residents participating in Special Olympics USA in Seattle

“Special Olympics South Carolina provides year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities,” giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and share their gifts and skills with their families, other Special Olympics athletes and the community, Lowery said.

“South Carolina serves 28,902 athletes. We also offer free health screenings through Special Olympics Health, have a Unified Champion School program in more than 280 schools around the state and have athlete leadership programs, where athletes serve in board positions and become self-advocates in their community,” she added.

“This is a huge honor for our athletes to be chosen, and they are extremely excited to get the chance to compete against athletes from across the United States.”

‘I really enjoy playing’ said Lillian Elmore.

Elmore, 19, is a student at the South Carolina School for the Deaf and the Blind in Spartanburg.

Elmore, who is deaf, is a big fan of bocce, an Italian variety of lawn bowling. She was excited about the trip to Seattle, although this isn't the first time she's flown.

“I really enjoy playing that and socializing with my friends,” Elmore said of bocce. “I feel really good about it.”

She said she is looking forward to making new friends in Washington.

Prior to leaving for the Special Olympics USA competition, Elmore had worked to improve her game with the help of her teachers and coaches, including “walking a lot after school to get in shape ... because we will have to do a lot of walking when we’re there.”

Her teacher, Lesley Aycock, said Elmore and other students are prepared for the real world beyond academics at the South Carolina School of the Deaf and the Blind.

“We look at the whole student so we’re giving her life experiences as well as educational experiences to help her when she leaves school. That’s what we’re focusing on now. She gets to have input in her individual education plan development,” Aycock said.

Continued

Two local residents participating in Special Olympics USA in Seattle

"I ask her what she wants to learn and focus on for the future, and we are always talking about where she wants to work when she leaves school and what job she wants to do. We focus on helping her learn the job skills she thinks she needs to learn and not learn to help her become a well-rounded individual," she added.

Elmore said the support of her mother, Victoria, has been "very important" in her life.

Aycock said, "Mom has had to attend meetings in Columbia and had to drive her daughter to meetings so that's been very important to her and her education. Mom is fully supportive of Lillian's school as well.

"If I ever need anything, I can call and email and get her help. She does what she needs to do to make sure Lillian is successful."

Mrs. Elmore said she and her husband, Derrick, are very proud of their daughter and how far she has come since contracting encephalitis of the brain when she was just two months old.

"She is hearing impaired and has some other mental delays, but Lillian is a wonderful person to be around. And we're very proud that she got picked to go to the Special Olympics in Seattle," she said.

"They said that she and her teammate were really good at playing bocce. So she is really excited about going. Me and my husband are very excited about her going and participating. It is a dream. We've always seen that Lillian can do anything."

Special Olympics Unified Sports brings together athletes with intellectual disabilities and athletes without intellectual disabilities to train and compete on the same team. Athletes and their Unified Partners are thus brought together on an equal playing field, Lowery said.

Mrs. Elmore said she is sure Lillian will be in good hands while in Seattle.

"I know that they will take good care of her because I've already asked that," she said, noting that her daughter is no stranger to travel.

"We've lived in Germany before, and she's been to California. So she has traveled on an airplane."

Mrs. Elmore said her daughter is being well-equipped for real life at the SCSDB, which she has attended since she was 10 years old.

Continued

Two local residents participating in Special Olympics USA in Seattle

“Lillian and the others get to participate in all kinds of different sports. They go to different outings, and she’s learning a work skill to work at Walmart. So they’re teaching her a lot of good things,” including how to cook, paint and make soap, she said.

“Lillian is a very laid-back student. She’s eager to please, and she’s always looking for ways to help in the classroom and show what she’s learned,” Aycock said. “She likes to help our younger students with projects to kind of be a leader in situations like that, which she can be.”

“Since I’ve gotten here several years ago, I’m very proud of how much she’s matured and grown as a student She’s telling you what she needs to be successful, which is a very important quality for any student to have. She’s come a long way,” the teacher said.

‘It’s just a blessing’

Wyndham, a math instructor at the Wil Lou Gray Opportunity School in Columbia, began coaching with South Carolina Special Olympics while working as a coach at Swansea High School.

“When I was at Swansea High School about 16 years ago, Beth Tuten, who was the special education (teacher) there, came to me and asked me if I would be interested in helping coach the Special Olympics,” Wyndham said.

He's continues to coach a Special Olympics team at Swansea High School.

“I think the first time we went to Greenville to the state Special Olympics (competition), and I have loved it from then on. I think I coached soccer that particular time, but I have coached bowling, basketball, soccer and some track and field. I have loved it ever since going to Greenville, Charleston and Columbia at Ft. Jackson, where they have the state competitions,” Wyndham said.

The special athletes exhibit a joy and enthusiasm that he simply loves, he said.

“I’ve coached other high school sports and even county ball, but these particular athletes are just enthusiastic about everything they do. You try to coach them on things, and they just love being taught.

They learn and do it with open hearts,” Wyndham said, noting that the motto of the Special Olympics is “Help me to win, but if I can’t win, let me be brave.”

Continued

Two local residents participating in Special Olympics USA in Seattle

“And I really believe a lot of these athletes are brave in doing what they do. It’s just a blessing, and I think if everybody would go one time, they would love it ... ,” he said. “It’s hard work at times, but the fulfillment is watching the athletes smile when they achieve. They don’t even have to win. If they just place or do something, they’re just so enthusiastic about it.”

Bowling is not the only sport Wyndham coaches with the South Carolina Special Olympics.

“In the fall when they don’t have bowling, I will do soccer or flag football. There’s two state tournaments, one in Greenville and one at Ft. Jackson. And usually the one in the fall is when I’ll coach either flag football or soccer,” he said.

“I had the pleasure of going to New Jersey four years ago to that national (competition) as a bowling coach and thoroughly enjoyed it there.”

Wyndham said he is most looking forward to "just meeting new people," at the competition in Seattle.

“I’ll get to meet new people from around the state, but also getting to meet people from around the United States - people from as far as California. When I was in New Jersey, I met some people from Alaska. That was pretty cool just to talk to them and see what they did in their games and all,” he said.

He has seen the athletes grow and progress through their participation in Special Olympics serving as a coach in Area 7, which consists of Lexington, Richland, Kershaw and Fairfield counties.

“It seems like they grow leaps and bounds ... They’re enthusiastic, they love what they’re doing, and we do have adult athletes from Area 7 who have gone through the program at the high school and the middle level who still participate. And it’s just great to see them grow older and just as a person,” Wyndham said.

He said the competition means a lot to the athletes but, as coaches, “It does mean a lot to us, too.”

“They’re just like athletes. They’re very attentive and enthusiastic in what they do. It doesn’t matter what it is; they’re just enthusiastically doing it, and that’s what brings joy to us,” Wyndham said.

The Special Olympics is the world's largest sports organization for children and adults with intellectual disabilities, providing year-round training and competitions to 5 million athletes and Unified States Sports partners in 172 countries with a dedication to promoting social inclusion through shared sports training and competition.

Article by Dionne Gleaton

SC School for the Deaf and the Blind reveals new ASL sculpture in Morgan Square

Spartanburg Herald-Journal, October 24, 2018



The SC School for the Deaf and the Blind unveiled a new sculpture on Morgan Square Wednesday morning. The sculpture, titled “I Love You,” is in the shape of the American Sign Language sign for “I love you.”

The South Carolina School for the Deaf and the Blind is feeling the love for the latest addition to Morgan Square’s quirky sculpture collection. The sculpture, created by South Carolina sculptor Bob Doster and with help from students at the school, is a large stainless steel hand making the American Sign Language sign for “I love you.”

The sculpture was unveiled Wednesday morning by school officials with city and state officials, community members and about a dozen students who had participated in the making of the sculpture looking on.

“This sculpture is just super creative. It was really hard to make, but it was really cool,” said student Joshua Perkins, through an interpreter, after the reveal. “All the people that get to come over here and see it now, and they’re like, ‘Oh, my gosh!’ But now, they can show love for each other and for their

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SC School for the Deaf and the Blind reveals new ASL sculpture

community and for their families, and they know what it means. I feel like we educated them, and it's really powerful."

The sculpture, located to the right of the tiered steps in a small copse of trees, is a patchwork of small hands — some open, others making the "I love you" sign. The students and other community members worked with Doster to trace their hands onto steel sheets and then cut them out. The pieces were then taken to Doster's workshop in Lancaster to be assembled.

"The guy, Bob, when he was making all the hand shapes into this sculpture, I think he did a great job teaching me," said sixth-grader Aaron Cease, through an interpreter. "I really enjoyed him being here. I mean, I didn't want to stop. I just thought it was such a great thing. He did a great job."

Josh Padgett, the School for the Deaf and the Blind's fine arts coordinator, said art teachers had wanted to work with Doster for some time. The \$10,000 project was funded by the South Carolina Arts in the Basic Curriculum Project and the S.C. School for the Deaf and the Blind Foundation. A second sculpture was also created and will be placed in the Midlands.

"It was just a great, great project for bringing people together. It showed what synergistic thinking can really create," Padgett said. "We love the symbol that it is. The students had a great time making it."

Cathi Holst, a SCSDB graduate and an ASL teacher at the school, said the sculpture was a symbol of equality.

"When you see this hand shape, I want you all to remember that it represents a barrier-free access to language," Holst said through an interpreter. "Even though there are hearing people who may be able to sign and others that may not be able to sign, we have one hand shape that they may be able to use with family and friends to let them know that they love them."

Morgan Square is the long-term home of the I Love You sculpture.



**Article and
Photos by
Samantha Swann**