

SC SCHOOL FOR THE DEAF AND THE BLIND



**Budget Hearing
Budget Request for 2020-2021
Dr. Page B. McCraw
President**

**South Carolina School for the Deaf and the Blind
2020-2021 Budget Request
Budget Notebook**



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FTE Report

Agency Information



Agency Attendees:

Page B. McCraw, Agency Head

Ben Riddle, CFO

Scott Falcone, Director of Outreach Services

Scott Ramsey, Director of Operations/Chief of Staff

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

The Walker Foundation CEO
Sam Hook

President
Page B. McCraw

Residential Life and Transportation Services Director John Reynolds	Chief Information Officer Trad Robinson		Education Services and Special Education Director Jolene Madison	Chief of Staff and Operations Scott Ramsey				Outreach Services Director Scott Falcone
Residential Life Assistant Director Sandra McLarty	Director of Agency Accountability Joe Walker	Information Technology Manager John Martin	Deaf Education Principal Jen Stanion	Records/Family Support Specialist Tammy Johnson	Chief Financial Officer Ben Riddle	President's Office Administrative Coordinator Mary Hayes	HR Director and EEO Coordinator Monique Mosley	Vision Consultant/Principal of Vision Services Marty McKenzie
Residential Life Assistant Director Josh Joseph	SCSDB Fleet Management and Fleet Maintenance Dennis Ramsey	Technician Richard Porter	Blind Education Principal Lou Thomson	Data Collection Teresa Wagner	Budget Analyst Darlene Gathers	Campus Events/Community Coordinator Loreta Dylgjeri	HR Specialist Pollie Gentry	Interpreting Services and ASL Program Manager Eric Weber
Residential Life Assistant Director Vacant	Public Relations Director Katie Rice	Technician Vacant	Cedar Springs Academy Principal Sarah Davis	Library Services Director Galena Gaw	Payroll/Benefits Frances Bass	Public Safety Director Keith Sherlin	HR Specialist Calvin Holst	Early Intervention Program Manager Elaine Gentry
Residential Life Assistant Director Latarsha Durrah	Public Information Staff DeDe Ward	Technician Kris Guy	Applied Academic Center Principal Cherie Winkler	Fine Arts Director Josh Padgett	Accounts Payable Andy Long	Campus Resource Office Jamie Elam	Agency Receptionist/Campus Mail Sherry Renshaw	Principal of Deaf/HH Services Kelly Birmingham
Residential Life Assistant Director Delbert Means	Administrative Assistant Dorothy Bevill	Instructional Technology Coordinator Rita Easler	Administrative Staff Letesha Gray	Medicaid Coordinator Jessica Britt	Accounts Receivable Lisa Bowen	Campus Security Staff	Capital Projects Will Anthony	Kelly's Kids Center Director Kristen Milner
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Administrative Assistant Barbara Fay			Teacher Quality and Testing Michelle Moseley	Student Transition Coordinator Mark Daniels	Melissa Taylor Grants			Access Technology and Outreach Contracts Program Manager Clay Jeffcoat
Recreational Coordinator Antiwan Tate			Teacher Certification Lynne Martin	Guidance Ashley Gibbs				DHH of Hearing Consultant/Deaf Blind Project Program Robert Hill
Director of Athletics Michael Sims								
Transportation Coordinator Robert Ward								

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

**Fiscal Year 2018–2019
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.

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.

Does the agency have any major or minor recommendations (internal or external) that would allow the agency to operate more effectively and efficiently?

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

Is the agency in compliance with S.C. Code Ann. § 2-1-230, which requires submission of certain reports to the Legislative Services Agency for publication online and the State Library? See also S.C. Code Ann. § 60-2-30.

	Yes	No
REPORT SUBMISSION COMPLIANCE:	<input checked="" type="checkbox"/>	<input type="checkbox"/>

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
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Is the agency in compliance with various requirements to transfer its records, including electronic ones, to the Department of Archives and History? See the Public Records Act (S.C. Code Ann. § 30-1-10 through 30-1-180) and the South Carolina Uniform Electronic Transactions Act (S.C. Code Ann. § 26-6-10 through 26-10-210).

RECORDS MANAGEMENT COMPLIANCE:	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Is the agency in compliance with S.C. Code Ann. § 1-23-120(J), which requires an agency to conduct a formal review of its regulations every five years?

REGULATION REVIEW:	Yes	No
	<input type="checkbox"/> N/A	<input type="checkbox"/>


**N/A SCSDB is not an agency that promulgates regulations.

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 2018–2019 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):

W. Scott Brawley, Vice Chairman

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**Fiscal Year 2018–2019
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(TYPE/PRINT NAME):	Page B. McCraw, PhD, President

BOARD/CMSN CHAIR (SIGN AND DATE):	
(TYPE/PRINT NAME):	W. Scott Brawley, Vice Chairman

AGENCY NAME:	South Carolina School for the Deaf and the Blind		
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AGENCY’S DISCUSSION AND ANALYSIS

The South Carolina School for the Deaf and the Blind (SCSDB) was founded in 1849 and established with a purpose to provide specialized educational programming to a small number of students with hearing disabilities. Today, SCSDB serves students with sensory disabilities 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 potentials 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.

**PROFILE OF THE
South Carolina Graduate**


<p>WORLD-CLASS KNOWLEDGE</p> <p>Rigorous standards in language arts and math for career and college readiness</p> <p>Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences</p>		<p>WORLD-CLASS SKILLS</p> <p>Creativity and innovation</p> <p>Critical thinking and problem solving</p> <p>Collaboration and teamwork</p> <p>Communication, information, media and technology</p> <p>Knowing how to learn</p>
<p>LIFE AND CAREER CHARACTERISTICS</p> <p>Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills</p>		

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 Adopted by: SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.



transformSC
Innovation with a heart for our students

AN INITIATIVE OF



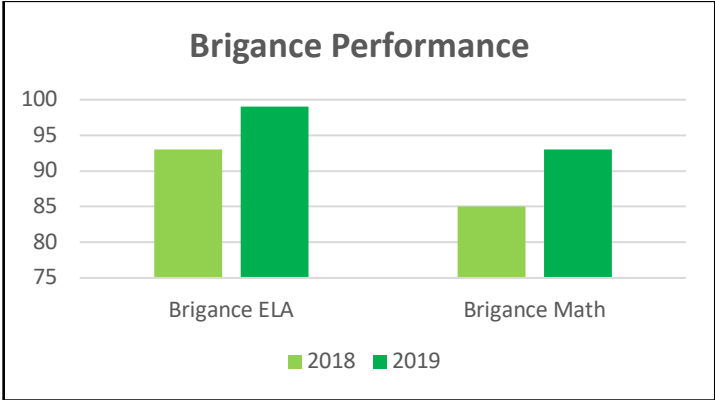
SOUTH CAROLINA COUNCIL ON
COMPETITIVENESS

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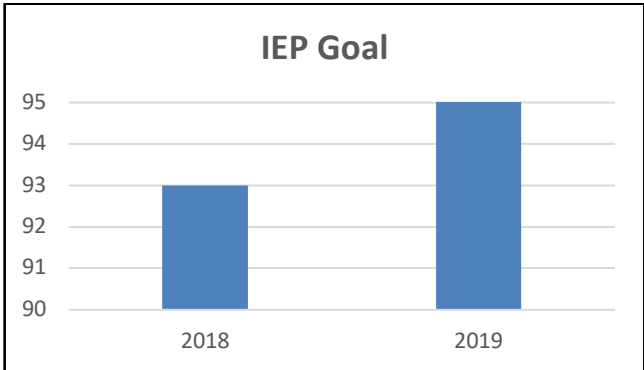
- **Goal 2:** SCSDB will ensure students are served in a safe environment on campus in order to realize their maximum successes by 2020 through a business continuity plan.
- **Goal 3:** By 2021, SCSDB Division of Outreach services will be the statewide leader for individuals who are deaf, blind, or sensory multi-disabled through expanded Outreach services to meet the needs of all sensory impaired children across South Carolina.

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 continued to work to improve student skills in literacy, communication, and written language. Under accountability measures established by the Education Oversight Committee, Brigance performance and Mastery of IEP goals continue to be measurement components for accountability. During the 2018-2019 school year, SCSDB realized an increase in overall Brigance performance from 89% to 96%. Student Brigance performance in English Language Arts increased from 93% to 99%. Student Brigance performance in mathematics increased from 85% to 93%.



In the area of IEP Goals, overall performance for students increased from 92% mastery to 93% mastery.



In the area of work-based learning and student transition, SCSDB continued efforts to improve opportunities for students for life upon completion at SCSDB. In the area of work-based learning, 100% of SCSDB students participated in work-based learning experiences. In the area of student transition, 88% of students transitioned

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one-year post completion. Under the accountability system, student transition focuses on student placement within the first year of completion to school, work, sheltered workshops, or other agency/local programs. In examining student transition for the completing class of 2018, 24 students completed SCSDB in that year. Of this completing population, there were 7 students from Cedar Springs Academy (CSA), 12 students from the School for the Deaf, and 5 students from the School for the Blind. The table below shows individual transition data by location:

School	Number Placed in 2018	Number Completed in 2018	%
CSA	5	7	71%
Deaf School	11	12	92%
Blind School	5	5	100%

It is important to note Cedar Springs Academy is a non-diploma school where students often experience medical or other health related matters that prevent additional transition beyond SCSDB. Additionally, during this data collection period, SCSDB also experienced difficulty in locating some student families after the one-year post completion. The following table provides the most current information available as to transition placement for students from the class of 2018. It is important to note that those listed as working would have also received services from one of the other transitioning entities before beginning employment.

Transition Placement	Number Placed in 2018
College	8
DDSN	5
Commission for the Blind/Able SC	1
Vocational Rehabilitation	2
Work	5

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 facility 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. At this time, SCSDB is awaiting the final completion of the Campus Master Plan in order to plan for future facility needs. SCSDB has worked to align the agency’s Capital Project Improvement Plan as the agency awaits the completed plan to develop future next steps. Additionally, in the area of facilities, SCSDB plans to begin the demolition of outdated facilities in the next year and will work to update mechanical systems in individual buildings in anticipation of future new facilities.

Additionally, SCSDB is continuing to review 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 and other experts in the field. SCSDB will continue to provide focused training for students and staff in identified areas. SCSDB has expanded current safety/security coverage to allow for 24-hour staff to include school resource officers on second and third shifts in addition to a regular campus safety office. As SCSDB is a residential school, the

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expansion to 24-hour coverage adds an additional level of safety for the students served. Additionally, SCSDB is currently working to align staff roles in relation to safety staff and security staff to ensure efficiency and effectiveness in the overall program. Part of the consideration of this alignment will include defining staff responsibilities for emergency training, emergency drills, and continuous assessment of facility safety as it relates to accessibility. It is important to note that SCSDB has continued regular emergency drills this year for all types of situations and has expanded drills and evacuations during the residential setting. Two other areas of accomplishment under Goal 2 this year related to business continuity models which included an updated process for Workers Compensation and the implementation of a comprehensive model for asset inventories.

It is important to note that SCSDB originally slated Goal 2 for completion in 2020; however, with ongoing work to prepare for updated facilities, additional needed work to school safety plan and record archiving, SCSDB will expand the timeline for Goal 2 during this submission.

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 across the state. Program focus under Goal 3 includes Statewide Early Intervention Services, Statewide Blind and Visually Impaired Education Services, Statewide Deaf and Hard of Hearing Education Services, Statewide Interpreting Services, and supporting accessibility to instructional materials from children in South Carolina through the Braille Production Center.

During this past year, great strides were made in rebranding Statewide Early Intervention Services. Traditionally, Early Intervention Services has provided support to children and their families from birth to age 3. However, in recent years, SCSDB has expanded services to include children up to age 6. This past year, eligibility requirements for children ages 3 to 6 were reviewed and refined, and thus, an increase in the number of children served has been realized throughout the year. Additionally, SCSDB created an Early Intervention resource card to assist the System Point of Entry (SPOE) office in recognizing and identifying children who might present with vision and/or hearing red flag indicators and assist with appropriate referrals to SCSDB Early Intervention Services. SCSDB has served 550 children statewide this year. Additionally, over the past year, Early Intervention has focused on four growth and development areas: *Enrollment, Hiring, Training* and *Public Awareness*. Beginning with the summer of 2019, training focuses will include the following:

INSITE AND VIISA TRAINING – A “train the trainer” model will be completed to ensure longevity and consistency in administration of this assessment tool(s) for Deaf-Blind and Blind & Visually Impaired infants and toddlers. The expectation will be much more functional and applicable to the outcomes for blind and visually impaired and deaf-blind infants and toddlers.

SKI-HI TRAINING – A basic training on administration of a milestone assessment tool to ensure understanding and consistency in application and development of outcomes for deaf & hard of hearing infants and toddlers.

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SKI-HI DEAF MENTOR PROGRAM – Once basic assessment training is under way, development and implementation of the Deaf Mentor Program around the SKI-HI protocol will be woven into the SCSDB Early Intervention process and service delivery framework.

SCSDB is very pleased to provide this needed training in the area of Early Intervention recognizing the importance of keeping abreast of current trends and best practices for children with sensory disabilities.

In addition to the education and residential program on the SCSDB main campus in Spartanburg, SC, SCSDB also provides services to children in school districts across South Carolina. This past year, Statewide Blind and Visually Impaired Education Services supported 301 children across South Carolina. Children received services in 47 school districts. In addition to services provided by teachers of the visually impaired, Orientation and Mobility services were provided to 62 children in school districts and an additional 48 children on campus. SCSDB served 13 Access Technology students and 23 Project Magnify students.

Statewide Deaf and Hard of Hearing Education Services provided services to 141 students this year which included 125 students that were served on a regular basis throughout the year. In examining the unique needs of these students, SCSDB found that 74% of these students have bilateral hearing loss, and 25% have hearing levels labeled as profound. Additionally, 56% of these students use hearing aid technology while 34% use cochlear implant technology. Eighty-eight percent of the students served by Outreach across South Carolina use listening and spoken language as the primary mode of communication. This data continues to support additional professional development and training in the area of listening and spoken language assessment and instructional strategies. This need is being met by the implementation of the Listening and Language Education (LLE) Mentor program in collaboration with the Department of Education. The LLE Mentor provides individual mentoring on assessment and language intervention strategies to new and practicing teachers and early intervention educators, as well as regional trainings open to these groups and district speech language therapists. The LLE Mentor is on target to be a fully certified Auditory-Verbal Therapist by December of 2020. Additional training needs for teaming strategies and working with students with multiple and severe needs will be addressed in the next years.

In the area of Interpreting Services, in recent years, SCSDB has committed to one full-time staff interpreter for the Charleston/Low Country region, one full-time interpreter for the Columbia/Midlands region, and three full-time interpreters for the Spartanburg/Upstate region. Additionally, in order to meet interpreting needs, SCSDB has typically utilized 15 contract interpreters throughout the state. In addition to face to face interpreting, SCSDB has worked to meet interpreting needs through the expansion of technology in interpreting. A video phone has been installed in the School for the Deaf conference room, located on the main campus in Spartanburg, in order to take advantage of federally funded video relay services to access on-demand interpreting services as needed for IEP and other critical academic related meetings conducted over the phone. This has freed up resources to cover requests which require an interpreter to be physically present.

Statewide Interpreting Services has identified technology as a tool to negate travel time which sometimes prohibits fulfilling some of the requests received. Statewide Interpreting Services subscribed to Zoom, an on-line video conferencing platform, and began testing its functionality for potential remote interpreting. Given successful testing and confirmation that this platform is HIPAA and FERPA compliant, a pilot program for remote interpreting is being developed. Designated space for remote interpreting was

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established in the Colson Center of Outreach Services in Charleston, and protocol is in development for such use. This model will be utilized as a pilot program beginning in the Fall of 2019.

Additionally, Statewide Interpreting Services has worked to increase the efficiency by streamlining the process for requesting interpreters. SCSDB has available a secure, online interpreter request URL which has been tested and used by some customers on a regular basis; however, SCSDB will continue to expand awareness of this method of securing services during the upcoming years. The URL is listed as the first option for requesting services on Statewide Interpreting Services website, business cards and phone messages to encourage use.

In the area of credentialing, Statewide Interpreting Services continues to track the number of qualified interpreters in South Carolina. According to the Registry of Interpreters for the Deaf, Inc. (RID) there are currently sixty-eight (68) interpreters with national certification in South Carolina that are qualified to interpret in a variety of settings including, but not limited to: medical, legal, educational, social services, meetings conferences, lectures, interviews and performances. Statewide Interpreting Services employs seventeen (17) of these nationally certified interpreters either as full-time staff or on an independent contractor basis. Statewide Interpreting Services also employs three (3) interpreters with an Educational Interpreter Performance Assessment (EIPA) score which qualifies them for K-12 classroom interpreting only. These EIPA credentialed interpreters are limited to providing services to SCSDB main campus.

In the original agency strategic plan, Goal 3 included strategies for the Braille Production Center that is located at the Leath Correctional Center in Greenwood, South Carolina, and in partnership with the South Carolina Department of Corrections. Although strategies are no longer included in this area since the agency has made great progress in services, this center has continued to expand to meet the needs of children with vision disabilities in South Carolina.

In recent years, the Braille Authority of North America (BANA) voted to replace English Braille American Edition (EBAE) with Unified English Braille (UEB). Since the initial announcement and staggered implementation, the South Carolina Braille Production Center has completely implemented UEB into 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.

In addition to the transition to the UEB code, the Braille Production Center has expanded and there are currently twenty-one inmate transcribers and one inmate shipping clerk in the center. Three transcribers provide quality control oversight with editing of materials. With the expansion of staff, additional space in the center was afforded through the Department of Corrections allowing SCSDB to accommodate increased staffing and also improve needed technology. This past year, the Braille Production Center produced 172,606 pages of braille and 33,147 tactile graphics.

The Division of Outreach Services also includes an early childhood education program, Kelly's Kids, on the main campus in Spartanburg, South Carolina. This program serves children ages 0 up to age 3 on a daily basis during the school year. This program is in partnership with Spartanburg County First Steps and is limited to children in Spartanburg County. This past year, 19 children were served through Kelly's Kids, and 83% of these children met the widely held expectations for development in Social, Emotional, Physical, Language, Cognitive Development, Literacy, and Math.

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Risk Management and Mitigation Strategies

SCSDB’s failure to achieve the agency’s mission limits opportunities for children with sensory disabilities in South Carolina. The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB’s ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that are served throughout the state. Failure to meet these objectives would negatively impact educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts. The expansion of Outreach Services has allowed SCSDB 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. The Campus Master Plan is nearing completion, and SCSDB looks forward to using this plan as a vehicle to guide future strategic planning.

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.

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Statewide Enterprise Strategic Objective	Type	Item #		Description	2018-19			Time Applicable	Data Source and Availability	Calculation Method	Meaningful Use of Measure
		Goal	Strategy		Measure	Base	Target				
Education, Training, and Human Development	G	1		SCSDB will implement the Profile of the SC Graduate for students with sensory							
	S		1.1	100% of SCSDB will meet World Class Knowledge and Skills objectives by 2022.							
	M		1.1.1	100% of SCSDB students will meet Brigrance goals.	89%	100%	96%	July 1st-June 30th	Brigrance Results/SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
	M		1.1.2	100% of SCSDB students will meet IEP goals.	92%	100%	93%	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
	S		1.2	100% of SCSDB students will be afforded World Class Opportunities by 2020.							
	M		1.2.1	A transition plan will be developed for all students.	100%	100%	100%	July 1st-June 30th	SCSDB Dashboard/State Report Card	Total	Provides focused data on student performance.
	M		1.2.2	SCSDB will collaborate to improve placement opportunities for students.	93%	100%	88%	July 1st-June 30th	SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
	S		1.3	SCSDB students will be afforded skills development in World Class							
	M		1.3.1	SCSDB will provide work-based learning experiences for students.	100%	100%	100%	July 1st-June 30th	SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
	M		1.3.2	SCSDB will provide expanded learning opportunities for students through Career and Technology Education Programs.	100%	100%	100%	July 1st-June 30th	SCSDB Dashboard/State Report Card	Total	Provides focused data on student performance.
Maintaining Safety, Integrity and Security	G	2		SCSDB will ensure students are served in a safe environment on campus in order							
	S		2.1	By 2020, SCSDB will develop and implement a Master Campus Safety Plan.							
	-		2.1.1	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.
	-		2.1.2	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.
	-		2.1.3	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.
	S		2.2	SCSDB will provide safety related training for staff members on an annual basis.							
	-		2.2.1	SCSDB will provide emergency training for students and staff.	100%	100%	100%	Annual	SCSDB Dashboard	Total	Provides information to ensure safety of students and staff.
-		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	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							
	S		3.1	Provide Quality Statewide Early Intervention Services for children with sensory							
	M		3.1.1	Early Intervention Services will be provided to meet the needs of children with sensory disabilities in SC.	582	550	550	July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
	M		3.1.2	Outreach Services will insure positive customer satisfaction in the area of Early Intervention.	100%	100%	99.75%	July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
	S		3.2	Provide Quality Statewide Vision Outreach Services for Children with sensory							
	M		3.2.1	Outreach Vision Services will be provided to meet the demands of local school districts.	316	300	301	July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
	M		3.2.2	Outreach Services will insure positive customer satisfaction in the area of Vision Outreach Services.	93%	100%	90%	July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
	S		3.3	Provide Quality Statewide Deaf and Hard of Hearing Outreach Services for							
	M		3.3.1	Outreach Deaf and Hard of Hearing Services will be provided to meet the demands of local school districts.	124	125	141	July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
	M		3.3.2	Outreach Services will insure positive customer satisfaction in the area of Deaf and Hard of Hearing Services.	95%	100%	98%	July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
S		3.4	Provide Quality Statewide Interpreting Services.								
M		3.4.1	Interpreting Services will be provided to meet the accessibility needs on campus.	3,105.75 hrs	As Needed	1,789.75 hrs	July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.	
M		3.4.2	Interpreting Services will be provided to meet the accessibility needs across SC.	3,086.25 hrs	As Needed	2,629.25 hrs	July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.	

Statewide Enterprise Strategic Objective	Type	Item #			Description	2019-20			Time Applicable	Data Source and Availability	Calculation Method	Meaningful Use of Measure
		Goal	Strategy	Measure		Base	Target	Actual				
Education, Training, and Human Development	G	1			SCSDB will implement the Profile of the SC Graduate for students with sensory impairments by 2022.							
	S		1.1		100% of SCSDB will meet World Class Knowledge and Skills objectives by 2022.							
	M		1.1.1		100% of SCSDB students will meet Brigrance goals.	96%	100%		July 1st-June 30th	Brigrance Results/SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
	M		1.1.2		100% of SCSDB students will meet IEP goals.	93%	100%		July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
	S		1.2		100% of SCSDB students will be afforded World Class Opportunities by 2020.							
	M		1.2.1		A transition plan will be developed for all students.	100%	100%		July 1st-June 30th	SCSDB Dashboard/State Report Card	Total	Provides focused data on student performance.
	M		1.2.2		SCSDB will collaborate to improve placement opportunities for students.	8%	100%		July 1st-June 30th	SCSDB Dashboard/State Report Card	Education Oversight Committee State Accountability Measure	Provides focused data on student performance.
	S		1.3		SCSDB students will be afforded skills development in World Class							
	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.
	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.
Maintaining Safety, Integrity and Security	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 2025.							
	S		2.1		SCSDB will develop and implement a Master Campus Safety Plan.							
	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.
	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	Affords needed information for future planning to ensure efficiency and
	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
	S		2.2		SCSDB will provide safety related training for staff members on an annual basis.							
	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.
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.	
Education, Training, and Human Development	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.							
	S		3.1		Provide Quality Statewide Early Intervention Services for children with sensory disabilities in SC.							
	M		3.1.1		Early Intervention Services will be provided to meet the needs of children with sensory disabilities in SC.	550	550		July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
	M		3.1.2		Outreach Services will insure positive customer satisfaction in the area of Early Intervention.	99.75%	100%		July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
	S		3.2		Provide Quality Statewide Vision Outreach Services for Children with sensory disabilities in SC.							
	M		3.2.1		Outreach Vision Services will be provided to meet the demands of local school districts.	301	300		July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
	M		3.2.2		Outreach Services will insure positive customer satisfaction in the area of Vision Outreach Services.	90%	100%		July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
	S		3.3		Provide Quality Statewide Deaf and Hard of Hearing Outreach Services for children with sensory disabilities in SC							
	M		3.3.1		Outreach Deaf and Hard of Hearing Services will be provided to meet the demands of local school districts.	141	135		July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
	M		3.3.2		Outreach Services will insure positive customer satisfaction in the area of Deaf and Hard of Hearing Services.	98%	100%		July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.
S		3.4		Provide Quality Statewide Interpreting Services.								
M		3.4.1		Interpreting Services will be provided to meet the accessibility needs on campus.	1,789.75 hrs	As Needed		July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.	
M		3.4.2		Interpreting Services will be provided to meet the accessibility needs across SC.	2,629.25 hrs	As Needed		July 1st-June 30th	SCSDB Dashboard	Total	Provides information on services and supports.	

Agency Name: SCHOOL FOR THE DEAF & BLIND

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Agency Code: H750 Section: 006

Program Template

Program/Title	Purpose	FY 2018-19 Expenditures (Actual)				FY 2019-20 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.	\$ 3,873,813	\$ 3,956,814	\$ 355,468	\$ 8,186,095	\$ 4,100,000	\$ 4,200,000	\$ 355,000	\$ 8,655,000	1.1.1,1.1.2,1.2.1,1.2.2, 1.3.1,1.3.2,2.1.2,2.1.2, 2.1.3,2.2.1,2.2.1
Student Support	Specifically designed support services for students with sensory disabilities.	\$ 1,788,641	\$ 3,651,155		\$ 5,439,796	\$ 1,815,000	\$ 3,800,000	\$ -	\$ 5,615,000	1.1.1,1.1.2,1.2.1,1.2.2, 1.3.1,1.3.2,2.1.2,2.1.2, 2.1.3,2.2.1,2.2.1
Residential	Provides students with opportunities to learn essential life skills.	\$ 3,436,577	\$ 205,365	\$ -	\$ 3,641,942	\$ 3,500,000	\$ 200,000	\$ -	\$ 3,700,000	1.1.1,1.1.2,1.2.1,1.2.2, 1.3.1,1.3.2,2.1.2,2.1.2, 2.1.3,2.2.1,2.2.1
Outreach	The provision of services to individuals with sensory disabilities, their families, and the professionals who serve them.	\$ 159,814	\$ 6,634,654	\$ 1,122,956	\$ 7,917,424	\$ 150,000	\$ 6,800,000	\$ 1,200,000	\$ 8,150,000	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.	\$ 3,804,297	\$ 1,551,788	\$ 44,406	\$ 5,400,491	\$ 3,850,000	\$ 1,560,000	\$ 45,000	\$ 5,455,000	1.1.1,1.1.2,1.2.1,1.2.2, 1.3.1,1.3.2,2.1.2,2.1.2, 2.1.3,2.2.1,2.2.1,3.1.1, 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.	\$ 2,010,025	\$ 293,238	\$ -	\$ 2,303,263	\$ 2,100,000	\$ 300,000	\$ -	\$ 2,400,000	1.1.1,1.1.2,1.2.1,1.2.2, 1.3.1,1.3.2,2.1.2,2.1.2, 2.1.3,2.2.1,2.2.1,3.1.1, 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	\$ 3,208,369	\$ 3,443,971	\$ 251,889	\$ 6,904,229	\$ 3,335,000	\$ 3,600,000	\$ 265,000	\$ 7,200,000	

Agency Name:	SCHOOL FOR THE DEAF & BLIND
Agency Code:	M750 Section: 006

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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?	(Yes, what type of service or product?)	(If other service or product, please specify what service or product)
1	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
2	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
3	Title II	Federal	Statute	Highly Qualified Teachers	Yes	Yes	Other service or product our agency must/may provide	Professional Development for teachers
4	Title III	Federal	Statute	ESOL	Yes	Yes	Other service or product our agency must/may provide	Education for English as a Second Language students
5	McKinney-Vento	Federal	Statute	Homeless	Yes	Yes	Other service or product our agency must/may provide	Education for homeless students
6	Title 59 Ch 47	State	Statute	Code of Law for Agency/School	Yes	Yes	Other service or product our agency must/may provide	Education for children with sensory disabilities
7	§59-47-10	State	Statute	Code of Law for Agency/School to provide educational services for children with sensory disabilities	Yes	Yes	Other service or product our agency must/may provide	Education for children with sensory disabilities
8	§59-47-20	State	Statute	Code of Law for Agency/School to provide educational services for children with sensory disabilities	Yes	Yes	Other service or product our agency must/may provide	Education for children with sensory disabilities
9	§59-47-30	State	Statute	Code of Law for Agency/School to provide educational services for children with sensory disabilities	Yes	Yes	Other service or product our agency must/may provide	Education for children with sensory disabilities
10	§59-47-40	State	Statute	Code of Law for Agency/School to provide educational services for children with sensory disabilities	Yes	Yes	Other service or product our agency must/may provide	Education for children with sensory disabilities
11	§59-47-50	State	Statute	Code of Law for Agency/School to provide educational services for children with sensory disabilities	Yes	Yes	Other service or product our agency must/may provide	Education for children with sensory disabilities
12	§59-47-60	State	Statute	Code of Law for Agency/School to provide educational services for children with sensory disabilities	Yes	Yes	Other service or product our agency must/may provide	Education for children with sensory disabilities
13	§59-47-70	State	Statute	Code of Law for Agency/School to provide educational services for children with sensory disabilities	Yes	Yes	Other service or product our agency must/may provide	Education for children with sensory disabilities
14	§59-47-80	State	Statute	Code of Law for Agency/School to provide educational services for children with sensory disabilities	Yes	Yes	Other service or product our agency must/may provide	Education for children with sensory disabilities
15	§59-47-90	State	Statute	Code of Law for Agency/School to provide educational services for children with sensory disabilities	Yes	Yes	Other service or product our agency must/may provide	Education for children with sensory disabilities
16	§59-47-100	State	Statute	Code of Law for Agency/School to provide educational services for children with sensory disabilities	Yes	Yes	Other service or product our agency must/may provide	Education for children with sensory disabilities
17	§59-47-110	State	Statute	Code of Law for Agency/School to provide educational services for children with sensory disabilities	Yes	Yes	Other service or product our agency must/may provide	Education for children with sensory disabilities
18	§59-47-120	State	Statute	Code of Law for Agency/School to provide educational services for children with sensory disabilities	Yes	Yes	Other service or product our agency must/may provide	Education for children with sensory disabilities

Agency Name: SCHOOL FOR THE DEAF & BLIND

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Agency Code and Section: H750 6

Customer Template

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

Agency Name: SCHOOL FOR THE DEAF & BLIND

Agency Code and Section: H750 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, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 2.1.2, 2.1.2, 2.1.3, 2.2.1, 2.2.1, 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.3.1, 3.3.2, 3.4.1, 3.4.2
AdvancEd	Professional Association	Accreditation	1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 2.1.2, 2.1.2, 2.1.3, 2.2.1, 2.2.1
SC Commission for the Blind	State Government	Workplace training for future transition	1.2.2, 1.3.1
SC Vocational Rehabilitation	State Government	Workplace training for future transition	1.2.2, 1.3.1
Spartanburg School Districts 6 and 7	K-12 Education Institute	Spartanburg School Districts 6 and 7	1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.3.1, 1.3.2
SCASA	Professional Association	Educational Professional Development	1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 2.1.2, 2.1.2, 2.1.3, 2.2.1, 2.2.1
Local Law Enforcement	Local Government	SROs	2.1.1, 2.1.2, 2.2.1
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 impairments	3.2.1, 3.2.2, 3.3.1, 3.3.2
SC Department of Corrections	State Government	Braille Production Center-Leath Correction Facility	Goal 3
USC Upstate	Higher Education Institute	Training in the Universal Braille Code	Goal 3

SCHOOL FOR THE DEAF & BLIND

Fiscal Year 2018-2019
Accountability Report

H750

Section:

006

Report and External Review Template

Is this a Report, Review, or both?	Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	Current Fiscal Year Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed	Method to Access the Report or Information from the Review
External Review and Report	Restructuring Report	House Legislative Oversight Committee	State	Other	March 31, 2015	To provide the agency's restructuring and seven-year plan report for increased cost savings and efficiencies	http://www.scstatehouse.gov/ and www.scsdb.org
External Review and Report	Accountability Report	Executive Budget Office	State	Annually	September 13, 2019	To provide an annual update of the agency's long range strategic plan	http://www.admin.sc.gov/budget/agency-accountability-reports and www.scsdb.org
External Review and Report	Agency Program Evaluation Report	House Legislative Oversight Committee	State	Other	July 27, 2015	To provide a program review of the agency's restructuring and seven-year plan report for increased cost savings and efficiencies	http://www.scstatehouse.gov/ and www.scsdb.org
External Review and Report	Senate Restructuring Report	Senate Oversight	State	Other	January 13, 2015	To provide a restructuring and cost savings plan	www.scsdb.org
External Review and Report	Minority Utilization Plan	Department of Administration	State	Quarterly	July, 2019	To provide update on agencies use of minority businesses	http://smbcc.sc.gov/resources.html
External Review and Report	CAFR	Comptroller General	State	Annually	June 1, 2019 - September, 2019	Provides a consolidated annual finance report	http://www.cg.sc.gov/Pages/default.aspx
External Review and Report	Deficit Monitoring	Executive Budget Office	State	Quarterly	Quarterly 2018-2019	To monitor budget quarterly to avoid operating deficits	N/A
External Review and Report	Annual Budget Submission	Executive Budget Office	State	Annually	September, 2019	To provide budget request annually to the EBO	http://www.admin.sc.gov/budget
External Review and Report	EEO Report to General Assembly	SC Human Affairs Commission	State	Annually	October, 2019	To provide updated EEO information about agency	http://www.scstatehouse.gov/reports/HumanAffairsComm/2015AnnualReport.pdf
External Review and Report	Agency Technology Plan	SCDOE	State	Annually	Annual Data Collection	To provide 5 year technology plan/Support for Erate	http://www.ed.sc.gov/districts-schools/nutrition/national-school-lunch-program/erate-free-and-reduced-meal-eligibility-data/
External Review and Report	CPIP	Executive Budget Office	State	Annually	June 14, 2019	Provides a long range facilities plan for agency capital improvement projects	http://www.admin.sc.gov/budget/capital-budgeting-unit/CPPIP
External Review and Report	Fees and Fines Report	Executive Budget Office	State	Annually	September, 2019	Agency report of all aggregate amounts of fines and fees that were charged and collected by the agency in the previous fiscal year	http://www.admin.sc.gov/citizens-services/annual-reports and http://www.scstatehouse.gov/reports/B&CB/BCBFinesAndFeesReportFY2014.pdf
External Review and Report	State Report Card	SCDOE	State	Annually	August, 2018	Provides agency annual report on school performance based upon EOC established standards	http://www.ed.sc.gov/data/report-cards/state-report-cards/
External Review and Report	School Strategic and Renewal Plan	SCDOE	State	Annually	March 15, 2018	Provides agency with 5 year strategic plan for campus based school program	www.scsdb.org and http://www.ed.sc.gov/districts-schools/state-accountability/district-strategic-and-school-renewal-plans/
External Review and Report	Civil Rights Data Collection	USDOE	Federal	Annually	April 22, 2019	Ensures OCR compliance	http://ocrdata.ed.gov/3rc-go
External Review and Report	Child Counts Data Reports	SCDOE	State	Annually	October, 2018 to August, 2019	Provides data analysis for School Profile Reports	http://www.ed.sc.gov/districts-schools/special-education-services/fiscal-and-data-management-fdm/data-collection-and-reporting/district-lea-profiles/
External Review and Report	AdvancEd Accreditation Report and Updates	AdvancEd	Outside Organization	Other	2 Year Update, 2018-2019	Agency Accreditation, School Renewal, Continuous Improvement Plan	www.scsdb.org
External Review and Report	Perkins Plan	SCDOE-OCTE	State	Annually	August, 2019	Agency Accountability Report for Perkins Funding	http://www.ed.sc.gov/instruction/career-and-technology-education/cate-administration/
External Review and Report	Fine Arts Strategic Plan	SCDOE/SC Arts Commission	State	Annually	Annual Data Update	Fine Arts Strategic Planning	http://www.scsdb.org/Page/325
External Review and Report	Drop Out/Truancy Data Collection	SCDOE	State	Annually	June 30, 2019	Provides agency with summary information on student truancy and drop outs	http://www.ed.sc.gov/districts-schools/school-safety/
External Review and Report	SCDOE PowerSchool Data Collection Reports	SCDOE	State	Annually	August 20, 2018 to June 30, 2019	Provides agency with school data collection reporting	http://www.ed.sc.gov/data/
External Review and Report	State Auditor's Annual Audit	SC State Auditor	Local Govt.	Annually	March, 2019	Annual financial audit by accountants.	http://osa.sc.gov/Reports
External Review and Report	HR Audit Report	Office of Administration, State Human Resources	State	Annually	June 20, 2019	Annual agency HR Audit	State Human Resources or SCDOB
External Review and Report	OSEP District Profiles	SC Department of Education	State	Annually	Annually	Special Education Data	www.ed.sc.gov
External Review and Report	Accreditation Review/Compliance	SC Department of Education	State	Other	Annual Update	Accreditation Data	www.ed.sc.gov

Fiscal Year 2020-21 Budget Request Executive Summary

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

BUDGET REQUESTS			FUNDING				FTES					
Priority	Request Type	Request Title	State	Federal	Earmarked	Restricted	Total	State	Federal	Earmarked	Restricted	Total
1	B1 - Recurring	General Fund Increase	1,500,000				1,500,000					0.00
2							0					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			1,500,000	0	0	0	1,500,000	0.00	0.00	0.00	0.00	0.00

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



Fiscal Year 2020-21 Agency Budget Plan

FORM A - BUDGET PLAN SUMMARY

**OPERATING
REQUESTS
(FORM B1)**

For FY 2020-21, my agency is (mark "X"):	
<input checked="" type="checkbox"/>	Requesting General Fund Appropriations.
<input type="checkbox"/>	Requesting Federal/Other Authorization.
<input type="checkbox"/>	Not requesting any changes.

**NON-RECURRING
REQUESTS
(FORM B2)**

For FY 2020-21, 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 2020-21, 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 2020-21, my agency is (mark "X"):	
<input 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 checked="" type="checkbox"/>	Not requesting any proviso changes.

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

	<i>Name</i>	<i>Phone</i>	<i>Email</i>
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 2020-21 Agency Budget Plan, which is complete and accurate to the extent of my knowledge.

	<i>Agency Director</i>	<i>Board of Commission Chair</i>
SIGN/DATE:		
TYPE/PRINT NAME:	Page B. McCraw, President	W. Scott Brawley, Vice 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:	6

FORM B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	1
------------------------	----------

Provide the Agency Priority Ranking from the Executive Summary.

TITLE	General Fund Increase
--------------	------------------------------

Provide a brief, descriptive title for this request.

AMOUNT	General: 1,500,000 Federal: Other: Total: 1,500,000
---------------	--

What is the net change in requested appropriations for FY 2020-21? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	0
----------------------	----------

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 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 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 checked="" 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
	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:	6

ACCOUNTABILITY OF FUNDS	<p>The funding request supports all goals of the SCSDB strategic plan. This request for an increase in General Fund Appropriations is needed to provide the necessary professional staff to achieve the mission of the agency to provide statewide services to children with sensory disabilities in South Carolina.</p>
--------------------------------	--

What specific strategy, as outlined in the FY 2019-20 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>These funds would be used to support the salaries and fringe benefits of current employees.</p>
----------------------------	--

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 will enable SCSDB to continue to provide needed services at the current level to children identified with sensory disabilities in South Carolina. SCSDB has been able to absorb the mandatory annual teacher step increases and degree advancement increases as well as the increase in campus safety costs, bus driver salary increases, staff performance increases, transition services/job coaches, reading coach, school based mental health counselor, and an increase in operating costs without requesting an increase in appropriated General Funds since FY 11-12. SCSDB has recently incurred significant expense as a result of the teacher salary increase. This funding increase is necessary to continue to meet the needs of children with sensory disabilities in South Carolina. Without the increase, SCSDB will be challenged to continue services at the current level ultimately impacting employment of staff and the services provided to children.</p>
---------------------------------	---

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:	6

FORM B2 – NON-RECURRING OPERATING REQUEST

AGENCY PRIORITY	0
------------------------	---

Provide the Agency Priority Ranking from the Executive Summary.

TITLE	N/A
--------------	-----

Provide a brief, descriptive title for this request.

AMOUNT	
---------------	--

What is the net change in requested appropriations for FY 2020-21? This amount should correspond to the total for all funding sources on the Executive Summary.

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 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"/> Request for Non-Recurring Appropriations
<input type="checkbox"/> Request for Federal/Other Authorization to spend existing funding	
<input type="checkbox"/> Related to a Recurring request – If so, Priority #	

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES	Mark "X" for primary applicable Statewide Enterprise Strategic Objective:
	<input 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	

ACCOUNTABILITY OF FUNDS	
--------------------------------	--

What specific strategy, as outlined in the FY 2019-20 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?

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

RECIPIENTS OF FUNDS	
----------------------------	--

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	
---------------------------------	--

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. Does this non-recurring appropriation request create an annualization or need for recurring funds?

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

FORM C – CAPITAL REQUEST

AGENCY PRIORITY	0
------------------------	----------

Provide the Agency Priority Ranking from the Executive Summary.

TITLE	N/A
--------------	-----

Provide a brief, descriptive title for this request.

AMOUNT	
---------------	--

How much is requested for this project in FY 2020-21? This amount should correspond to the total for all funding sources on the Executive Summary.

CPIP PRIORITY	
----------------------	--

Identify the project's CPIP plan year and priority number, along with the first year in which the project was included in the agency's CPIP. If not included in the agency's CPIP, please provide an explanation. If the project involves a request for appropriated state funding, briefly describe the agency's contingency plan in the event that state funding is not made available in the amount requested.

OTHER APPROVALS	
------------------------	--

What approvals have already been obtained? Are there additional approvals that must be secured in order for the project to succeed? (Institutional board, JBRC, SFAA, etc.)

LONG-TERM PLANNING AND SUSTAINABILITY	
--	--

What other funds have already been invested in this project (source/type, amount, timeframe)? Will other capital and/or operating funds for this project be requested in the future? If so, how much, and in which fiscal years? Has a source for those funds been identified/secured? What is the agency's expectation with regard to additional annual costs or savings associated with this capital improvement? What source of funds will be impacted by those costs or savings? What is the expected useful life of the capital improvement?

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

SUMMARY

Provide a summary of the project and explain why it is necessary. Please refer to the budget guidelines for appropriate questions and thoroughly answer all related items.

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

FORM D – PROVISIO REVISION REQUEST

NUMBER	0
---------------	---

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE	N/A
--------------	-----

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	
-----------------------	--

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

RELATED BUDGET REQUEST	
-------------------------------	--

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

REQUESTED ACTION	
-------------------------	--

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

OTHER AGENCIES AFFECTED	
--------------------------------	--

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

SUMMARY & EXPLANATION	
----------------------------------	--

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:	SC School for the Deaf and the Blind		
AGENCY CODE:	H750	SECTION:	6

FISCAL IMPACT	
----------------------	--

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	
----------------------------------	--

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

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

**FORM E – AGENCY COST SAVINGS AND GENERAL FUND REDUCTION
CONTINGENCY PLAN**

TITLE	Agency Cost Savings and General Fund Reduction Contingency Plan
--------------	---

AMOUNT	\$465,493 <i>What is the General Fund 3% reduction amount (minimum based on the FY 2019-20 recurring appropriations)? This amount should correspond to the reduction spreadsheet prepared by EBO.</i>
---------------	--

ASSOCIATED FTE REDUCTIONS	None
----------------------------------	------

How many FTEs would be reduced in association with this General Fund reduction?

PROGRAM/ACTIVITY IMPACT	The operating budget from the general fund at SCSDB will be reduced. The reduction will be realized from each division/department.
--------------------------------	--

What programs or activities are supported by the General Funds identified?

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

SUMMARY

SCSDB will reduce the operating budget by \$465,493 to cover this 3% general fund reduction.

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

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.

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:	SC 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
--------------	-----

Provide a brief, descriptive title for this request.

EXPECTED SAVINGS TO BUSINESSES AND CITIZENS	N/A
--	-----

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
--------------------------------	-----

Which regulations does the agency intend to amend or delete? What is the enabling authority for the regulation?

AGENCY NAME:	SC 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?*

Fiscal Year 2020-21 Budget Request Executive Summary

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

BUDGET REQUESTS			FUNDING				FTES					
Priority	Request Type	Request Title	State	Federal	Earmarked	Restricted	Total	State	Federal	Earmarked	Restricted	Total
1	B1 - Recurring	General Fund Increase	1,500,000				1,500,000					0.00
2							0					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			1,500,000	0	0	0	1,500,000	0.00	0.00	0.00	0.00	0.00

Proviso Request



None

Carry Forward



SCSDB Carry Forward Information from SCEIS: \$1,500,000

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
HT50 SCHOOL FOR THE DEAF AND BLIND	315.390	213.340	102.040	294.636	294.636	210.535		84.100	271.677	194.833	77.644	22.958	16.502	6,456, \$ 15,100,620.00	29,745
Overall Budget	315.390	213.340	102.040	294.636	294.636	210.535		84.100	271.677	194.833	77.644	22,958	16,502	6,456, \$ 15,100,620.00	29,745

Personal Area		Authorized Total FTE	Authorized State	Authorized Federal	Authorized Other	Auth Classified Other	Auth Unclassified 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
NTSD	SCHOOL FOR THE DEAF AND BLIND	216,393	179,880	8,800	126,640	39,160	\$7,480	294,630	284,430	168,306	6,423	123,616	271,677	153,840	6,423	111,412	22,358	10,514	6,200	12,244	\$ 10,108,620.00	20,745
Overall Result		316,393	179,880	8,800	126,640	39,160	\$7,480	294,630	284,430	168,306	6,423	123,616	271,677	153,840	6,423	111,412	22,358	10,514	6,200	12,244	\$ 10,108,620.00	20,745

South Carolina School for the Deaf and the Blind



FY 2019-20 Budget Hearing

Agency Attendees



- Page B. McCraw, Agency Head
- Ben Riddle, CFO
- Scott Falcone, Director of Outreach Services
- Scott Ramsey, Director of Operations/Chief of Staff

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

- IEP Goal Performance: 93% Mastery
- Brigance Math/ELA: 96%
- Work Based Learning Experiences: 100%
- Student Placement: 88%



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 2025 through a business continuity plan.

- Update business continuity models to ensure students are served in a safe environment
- Review and update protocols
- Campus Master Plan
- 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: 550 Children/Families Served
- Vision Services: 301 Children across SC
- Deaf/HH Services: 141 Children across SC
- Interpreting: 1,789.75 Hours on Campus
2,629.25 Hours in Community
- Braille Production Center: Braille Pages 172,606
Tactile Graphics 33,147



Current Year “New” Funding

Campus Master Plan



Recurring Budget Requests

Increase: \$1,500,000

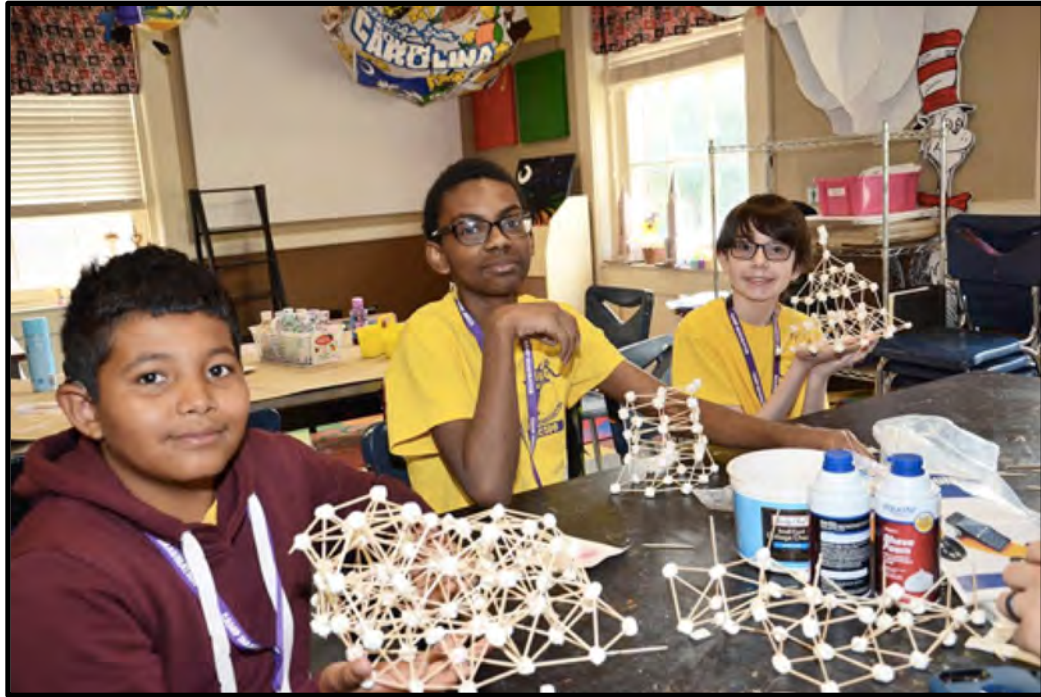
- This request will enable SCSDB to continue to provide needed services at the current level to children identified with sensory disabilities in South Carolina.
- SCSDB has not requested an increase in appropriated General Funds since FY 11-12
- Increase to cover annual teacher step increases and degree advancement increases as well as the increase in campus safety costs, bus driver salary increases, staff performance increases, transition services/job coaches, reading coach, and school based mental health counselor



Non-Recurring Budget Requests



Proviso Requests



Cost Savings and Reduction

Agency General Fund Reduction Analysis



- SCSDB will make reductions in each division/department operating budget.
- Anticipated greatest impact would be to professional development for staff and instructional material needs.

SCSDB Wrap-up



Embrace the Possibilities



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

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

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

Continued

**Herald- Journal, Spartanburg, SC
October 24, 2018**

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 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

CALIFORNIA SCOUTS ANSWER THE CALL AFTER WILDFIRES P. 24

LEAD • INSPIRE • EXPLORE

MARCH-APRIL 2019

Scouting®

'ALL YOU HAVE TO DO IS CARE'

Breaking down barriers for youth
with hearing or vision loss.

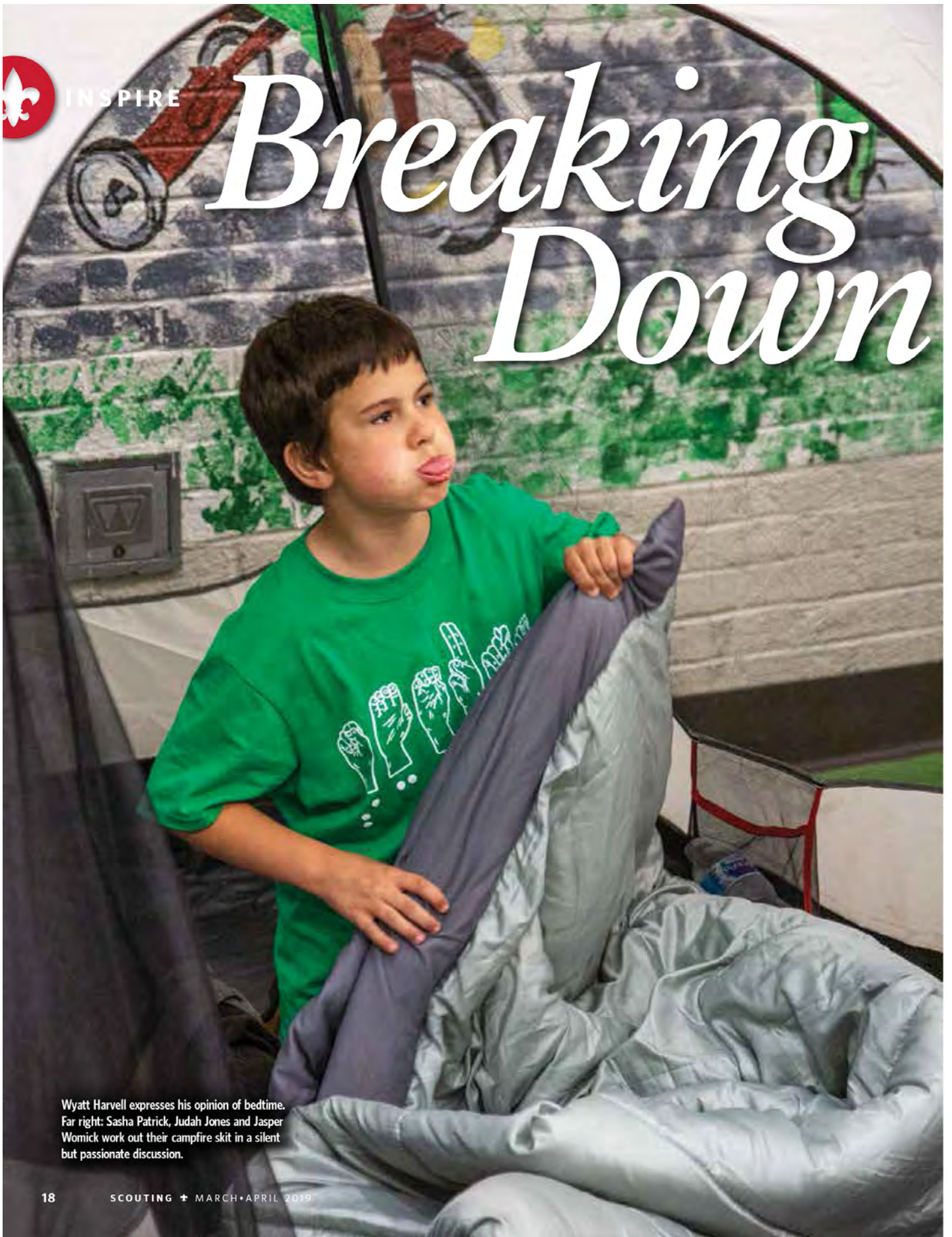
SCOUTINGMAGAZINE.ORG

- ▶ New Ways to Recruit Cub Scout Families
- ▶ Order of the Arrow Elections, Explained
- ▶ Backpacking Tents That Raise the Stakes
- ▶ Quiz: Are You Prepared for Severe Weather?



INSPIRE

Breaking Down



Wyatt Harvell expresses his opinion of bedtime. Far right: Sasha Patrick, Judah Jones and Jasper Womick work out their campfire skit in a silent but passionate discussion.

BY AARON DERR PHOTOS BY W. GARTH DOWLING

Barriers

Bringing Scouting to diverse youth is a lesson in **OVERCOMING OBSTACLES.**

When members of the Palmetto Council in Spartanburg, S.C., committed to an aggressive multicultural marketing program several years ago, they weren't messing around.

They promoted Scouting to predominantly African-American communities where it wasn't already a staple. They pushed the program to Hispanic families that seemed to be just waiting for someone to ask them to join.

They even started two troops for adults with special needs.

But maybe their most impressive outreach effort was the launch of a Scout unit to serve students attending the South Carolina School for the Deaf and the Blind.

"We want to take Scouting to every community," Field Director Taylor Thomas says. "We want to remove barriers to give every youth the opportunity to join."

In this situation, the barriers were plentiful.

The school is the only one of its kind in the state. At noon on Sundays, kids from across South Carolina leave their homes on a bus and ride to the campus. Since many of them live

hours away, it wouldn't be practical to go back home every night. About half of the school's students sleep on the property in dorms Sunday night through Thursday night; the other half stay for the day.

On Friday after lunch, the residential students disperse back across the state for weekends with their families. Then it's back to campus on Sundays.

That was a huge challenge since the kids aren't available for Scouting activities on weekends. Understandably, they very much value their time with their families.

"Knowing we only had limited time, we said, 'How can we make this as traditional a Scout experience as possible?'" says Thomas.

The answer, it turns out, was complicated.

A Longstanding Tradition

The South Carolina School for the Deaf and the Blind has a long history. The School for the Deaf opened in 1849, founded by a reverend who recognized the need for deaf education in the state.

The accompanying School for the Blind opened six years later. Then, more than 100 years after that, a third

school was added. Cedar Springs Academy serves students who have a vision or hearing disability with at least one additional physical or intellectual disability.

As it turns out, there's a long history of Scouting on the campus as well.

A short article in the Jan. 30, 1929, issue of *The Spartanburg Herald* described the chartering of a Boy



“The partnership that exists between the Palmetto Council and the South Carolina School for the Deaf and the Blind is one of great pride. We are honored to help create the adventure of Scouting for such a special group of children. Their energy at meetings and on outings brings smiles to everyone involved with their journey.” – Greg Leitch, Scout Executive/CEO, Palmetto Council

Scout troop at the South Carolina School for the Deaf and Blind.

Six decades later, Troop 212 was still going.

In July 1992, *Boys' Life* ran a story with the headline “The Quiet Camporee” about an event for Scouts who are deaf and hard of hearing hosted by Troop 31 from the Arkansas School for the Deaf in Little Rock. The final paragraph of the story notes that the next “National Deaf Scout camporee” was scheduled for 1993 and would be hosted by Troop 212 of the South Carolina School for the Deaf and the Blind.

At some point, though, things changed.

The last reference we could find to the recurring event for Scouts who are deaf and hard of hearing was in both *Scouting* and *Boys' Life* in the year 2000. Sadly, it appears the National Deaf Scout camporee is no more.

Likewise, the Palmetto Council and South Carolina School for the Deaf and the Blind officials aren't sure what happened to Troop 212. It's believed that it was last led by a school staffer who eventually retired, and it seems the unit died off without him, leaving the students without a Scout unit of their own.

Until now.

A New Beginning

The new units are officially chartered as Pack 9539 and Troop 9539 to a local Veterans of Foreign Wars post. Drawing students from the School for the Deaf, School for the Blind and Cedar Springs

Clockwise from top: Alan Gaona-Lopez, Tai Allen and Joshua Perkins learn fishing knots. Tai Allen asks interpreter Tashma Glymph a fishing question. Tai Allen, Christian Washington, Sasha Patrick and Alan Gaona-Lopez work on puzzle cubes. Instructor Bob Page and interpreter Tashma Glymph work with Tai Allen to perfect his casting technique.





Clockwise from top left: Paul Sweeney, district commissioner of the Daniel Morgan District, helps Alan Gaona-Lopez with his rod and reel. Tristan Bradley works with instructor Paul McKee on his casting. Michael Clifton unpacks a tent. Star Scout Mac Kimbrell, 13, from Troop 2 of Spartanburg, S.C., assists Ke'Mareon Turner with his fishing rod. Left: Alan Gaona-Lopez, Christian Washington and Tai Allen work on their skit. Right: Joshua Perkins, Christopher Swafford, Judah Jones, Sasha Patrick and Jasper Womick put on a performance.

Academy with parental permission, they range from second-graders to 11th-graders.

There have been plenty of adults willing to help out. What the unit really needed, though, was someone who knew sign language.

If you had asked someone to create the perfect Scout volunteer for this situation, you couldn't have come up with someone more qualified than Tashma Glymph.

Glymph, the mother of a 12-year-old Boy Scout and a member of the Palmetto Council board, has been around Scouting as an active parent since her son joined as a Tiger. She also used to be a teacher at the South Carolina School for the Deaf and the

Blind. Additionally, she worked for several years as a speech therapist.

"Communication overall has always been a focus of mine," Glymph says. "The deaf community — learning about their culture and the way they communicate — is fascinating."

To this day, she takes adult classes at the school for those who want to learn — and then master — the art of sign language.

Thomas had a passion for expanding Scouting to the school's students, but he is not a sign-language expert. Glymph had a passion for volunteering in the deaf community, but she wasn't an experienced Scout leader.

It was a match made in heaven.

"I told her, 'I can help bring the Scouting knowledge if you can help communicate it,'" Thomas says.

Now Thomas and Glymph run the meetings together. He talks, and the blind and visually impaired students can hear and understand him fine. At the same time, Glymph translates his instructions into sign language for the Scouts who are deaf and hard of hearing. She also takes questions in sign language and interprets them to Thomas.

One more barrier torn down.

But it wasn't the last. No Scout — disabled or not — wants to sit still for an entire meeting. They had to figure out a way to get these boys outdoors.

SCOUTING WITH SPECIAL NEEDS AND DISABILITIES

Youth with physical disabilities — and youth and adults with developmental or cognitive challenges — have always been welcome in the Boy Scouts of America. When knowledgeable parents, guardians or volunteers are able to provide assistance and oversight, most anyone can be a member.

The BSA's practice has always been to treat members with disabilities and special needs as much like other members as possible, but a local council may make some accommodations in advancement requirements if necessary.

For example, a Scout with a permanent physical or mental disability may select an alternative merit badge in lieu of a required merit badge if his or her disabling condition prohibits the Scout from completing the necessary requirements.



Building Trust

With weekends out of the question, Thomas and Glymph had to come up with a way to make their regular meetings exciting enough to hold the boys' attention. Like every other unit, the kids had other extracurricular commitments. Sports are popular at the school, as are other recreational activities.

That means the students were available for Scout meetings only about once every two weeks. And it had to be in the afternoon or early evening after classes are over. And the meetings couldn't run too late, because the boys have homework and classes they have to be ready for early the next morning.

Their solution: Make the most of the time they have. As we say in Cub Scouts, "Do Your Best."

They brought in volunteers from the Department of Natural Resources to teach the boys how to use a rod and reel, even though they didn't have access to a body of water. They hosted a raingutter regatta and Pinewood Derby race. They conducted a Scouting for Food drive and learned archery. They built a campfire and ate s'mores. They practiced Scout skills while at the same time practicing the Scout Oath and Law.

Then something really interesting happened. School administrators began to notice something different about the boys who were involved in Scouts: They stood out among their peers as leaders and models of positive behavior.

As trust grew between the Scout volunteers and the school, the school began to give the unit more leeway.

A volunteer from the school agreed to type the Scout Oath and Law in Braille.

The Scouts were allowed to camp outdoors on a Thursday night, provided the boys were up and ready to go by 7 a.m. for classes on Friday.

A volunteer stepped forward to provide buses to a nearby pond so they



could put into action the casting techniques they had learned at the earlier meeting.

No more casting on dry ground. This was real fishing, and it was this event that really got things going. It turned into an outing that was more successful than perhaps even Thomas and Glymph could have imagined.

“It was so pure,” Glymph says. “Just . . . joy. Many of them had never touched a fishing rod or anything like that.”

Consider it another barrier torn down.

“I always liked the outdoors, but now I enjoy being part of a group,” says Tyrek Capers, a member of Troop 9539.

Heck, it was more like that barrier was obliterated.

“It’s real easy to say, ‘That’s too



much work’ or ‘I don’t have the skill set to help these young people,’” Thomas says. “If you have a passion, you take it wherever it is.

“Some of the hardest-to-reach areas are the ones that need Scouting the most. Our goal is to prepare them for life, and everybody can help out.

“All you have to do is care.” ✦

Opposite page from top: As the evening draws to a close, Zeaveon Washington, Sasha Patrick, Alan Gaona-Lopez, Tai Allen and Christian Washington learn how to fold the flag. Tai Allen tries to perfectly roast a marshmallow. Palmetto Council Field Director Taylor Thomas explains how to make a delicious Dutch oven meal.

This page from top: Severe weather forced the spring campout into the gym, but it didn’t dampen the fun. Scouts and leaders set up the tents. A break in the weather allows the Scouts to go outside for a flag retirement ceremony. Hubert Holmes has the honor of retiring the flag’s star field.



Legislators show their appreciation by applauding following the student performance. Part of Deaf culture, raised, waving hands, are visual applause.

LISTEN: SC School for the Deaf and the Blind students perform original song before Statehouse

Fine arts students from the S.C. School for the Deaf and the Blind performed an original song before the S.C. House of Representatives Wednesday. The students created the song with the help of songwriter Ellis Paul and called it “I Love South Carolina.”

The students also performed the song “We Won’t Stop Dreaming.” They wore shirts they created, including a colorful rendering of the state flag’s palmetto tree and crescent moon.

State Rep. Mike Forrester introduced the students shortly after the House convened at 10 a.m. Following the performance, the students met with their hometown legislators and posed for photos on the Statehouse steps.

Continued

Herald-Journal, Spartanburg, SC
February 6, 2019

Students selected for this year's performance included:

Charleston County

Iris Hare, North Charleston

Cherokee County

Azure Wilson, Gaffney

Chester County

Hubert Holmes, Chester

Lor'reyel McClinton, Chester

Colleton County

Aryeona Freeman, Walterboro

Martia Purvis, Timmonsville

Georgetown County

Brandy Mezquite-Reyes, Georgetown

Greenwood County

Adalissa Howard, Ninety Six

Horry County

Briantae Hennigan, Conway

Laurens County

Kaylee Ellison, Gray Court

Lexington County

Elliot Germany, Gaston

Brookelynn Raulerson, Swansea

Newberry County

Aaron Sease, Newberry

Pickens County

Alan Gaona-Lopez, Central

Johnny Owens, Easley

Richland County

Sasha Patrick, Columbia

Spartanburg County

Cami Cordeiro, Spartanburg

Melanie Gomez, Spartanburg

Destinee Hall, Woodruff

Audrey Parmenter, Drayton

Brianna Shirley, Spartanburg

Union County

Elijah Gregory, Union

York County

Paige Austin, Rock Hill



Fine arts students from the SC School for the Deaf and the Blind performed an original song before the SC House of Representatives Wednesday. The students created the song with the help of Ellis Paul and entitled it "I Love South Carolina."



The SC School for the Deaf and the Blind Foundation

Students shown on video performing at the SC State House

“This is our world and this is our time. These are our plans and we’re gonna let ’em shine.”

Melissa Veal: You’re listening to the sweet sound of the children of the South Carolina School for the Deaf and the Blind. They’re holding a very special concert with *America’s Got Talent* finalist and deaf singer Mandy Harvey – coming up right here in Charleston. And we’ve got Andy Patrick here with all of the details.

Thanks for being here. Your son was in that video and that was a performance where?

Andy Patrick: At the South Carolina State House.

Veal: That’s pretty neat.

Patrick: Yeah, they perform every year.

Veal: Tell me more about the school for some of us who aren’t familiar with it.

Continued

ABC 4 News, Charleston, SC
March 18, 2019

Patrick: Sure, so the school has somewhere around 300 students that are both day students and resident students. Our son is a resident student so he leaves home every Sunday evening and comes home every Friday. He's been doing it for nine years. He was adopted from Russia. And, he has a cochlear implant so he can now hear and speak.

The power of the school is through its outreach across the state in every school district. They provide hearing and blind services to over a thousand children.

Veal: And obviously, you saw the difference the school makes in your son's life?

Patrick: Yeah!

Veal: So now we're trying to spread the word and help more children out there. You have this very special event coming up at the Charleston Music Hall and a very special guest.

Patrick: Yeah, Mayor Tecklenburg is going to be our emcee.

Veal: He's your emcee? That's fantastic. Is he playing the piano?

Patrick: I have no idea (chuckle).

Veal: He might! He's very good.

Patrick: That would be great!

Veal: It's Sounds of the Heart with Mandy Harvey at the Charleston Music Hall April 18th at 7 p.m. Tickets \$20 for students, \$35 for general admission, and \$100 for VIP.

Tell me more about Mandy Harvey for those who aren't familiar with her.

Patrick: I think she was a fourth runner up in *America's Got Talent* – 2017 season. I don't know much about her beyond that. I think it's a connective tissue disorder that she has that caused her to be deaf. But, we're really looking forward and excited about the event.

Veal: And she was such a national inspiration – to see her be able to get up there and perform. Is that your hope with this concert – for all of us to see those children and what they're able to do?

Patrick: Yeah! These kids are absolutely amazing – the ability that they have. They have the same ability as every other child. And, I think seeing her perform will be a great inspiration to all of them.

Continued

ABC 4 News, Charleston, SC
March 18, 2019

Veal: Yeah. I was going to ask “Why did you select Mandy?” but it seems pretty obvious. Was she hard to get or was she so willing to help?

Patrick: Very willing to help. I think it was all about timing and scheduling and we’re excited that we’re able to introduce the Charleston community to the School for the Deaf and the Blind and hoping that people recognize what an asset that is to the state and will want to come out and see Mandy perform.

Veal: What’s the difference that you’ve seen as a parent? You said your son leaves, right, weekly? I mean that’s got to be so hard , but the payoff – the difference that you’ve seen over nine years?

Patrick: Yeah, I mean you know when he was adopted, he was four years old, was bilaterally profoundly deaf. He got a cochlear implant here at MUSC within four months of being adopted. He can hear and he talks. His primary means of communication is sign language, but, yeah, he’s really awesome.

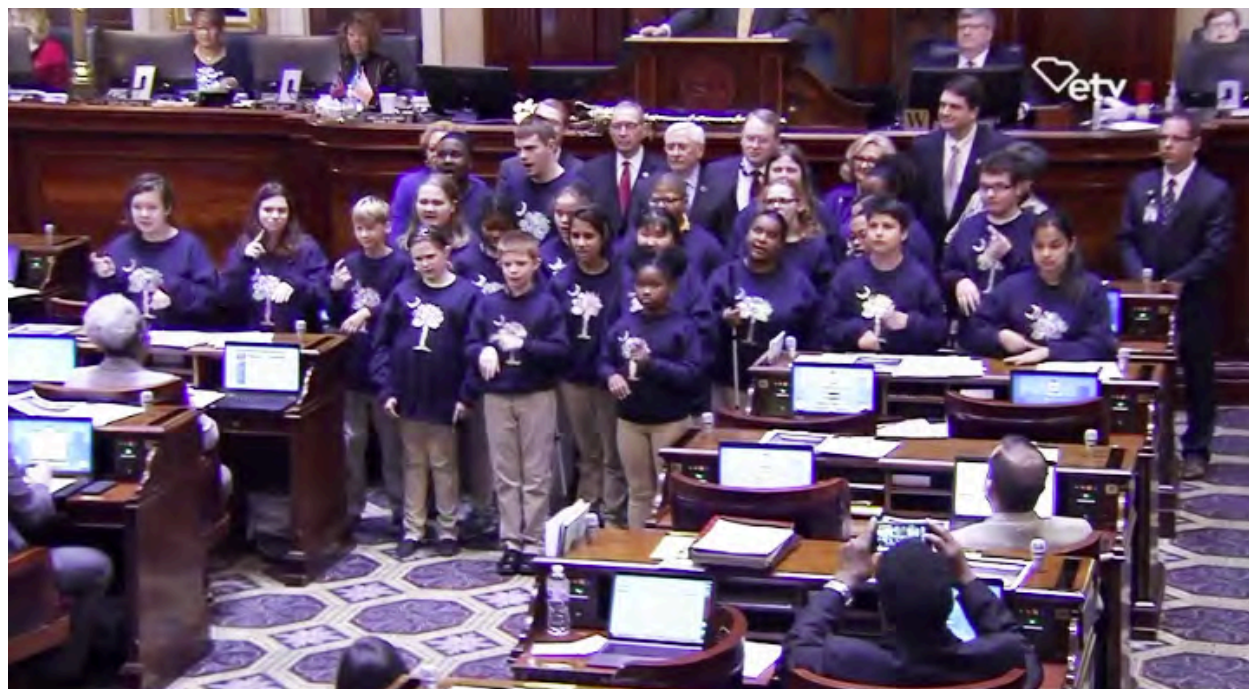
Veal: That’s great. Next time, pull him out of school. Bring him here! So we can say “Hi.”

So good to see you. Thank you so much for being here. You guys have to go to this.

It’s SCSSDB Foundation. org for more information. We’ll pull up all of the information again on the concert.

Sounds of the Heart with Mandy Harvey
If you just look up Charleston Music Hall, you can buy tickets through them.

The 18th at 7 p.m.
\$35 for general admission





Camp Imagination is designed just for children and teens who are deaf or blind

Children and teens who are deaf or blind will have a great time this summer at an imagination camp designed just for them.

Scheduled for June 16-20, 2019, Camp Imagination will focus on STEAM Based Learning: Science, Technology, Engineering, Arts, and Math. It will also offer field trips, goalball, and other adapted games in a fun environment.

The camp will be held on the campus of the SC School for the Deaf and the Blind in Spartanburg and is open to eligible students statewide. “The campers will enjoy fun activities, learning opportunities, and friendships that last for years,” said Cherie Winkler, camp director.

The camp is free to eligible students ages 8-14 with bus transportation to and from the residential camp. A day camp option is also available with parent-provided transportation.

For more information or an application, contact Le’Tasha Gray toll-free at 1-888-447-2732 or go to www.scsdb.org. Space is limited, so be sure to mail your application early.

The camp is sponsored in part by the school’s fundraising arm, the SC School for the Deaf and the Blind Foundation.



Jyda Good said her friends and teachers at SCSDB have helped her grow and prepare for life beyond its walls.

Jyda Good, born deaf, earns place at Winthrop University

Like many high school students, Jyda Good is excited to prepare for what comes next.

Unlike most graduating seniors, however, Good is making a little history as she prepares to take those next steps into the wider world.

Good, 21, who was born deaf, will become the first student from the S.C. School for the Deaf and the Blind to attend Winthrop University's Think College. It's a two-year college program designed to help immerse students with certain disabilities in the university experience and bolster their independence along the way.

And she'll do it on a full scholarship thanks to the McAlister Foundation.

Continued

***Herald-Journal, Spartanburg, SC
May 12, 2019***

“I can’t tell you how excited I am,” Good said through an interpreter. “I’m just so happy I’m going to college.”

Originally from Rock Hill, Good’s mother Consuela Good said she realized her bubbly baby daughter was deaf after consulting with specialists when Jyda was just a toddler.

“You just know when your child should be trying to talk and say certain words,” Consuela Good said.

After a brief period in the public school system, Jyda Good enrolled at the S.C. School for the Deaf and the Blind in Spartanburg at age 6. The school has an immersive program where teachers try to drive home the same fundamental concepts found in every elementary classroom, just with a difference in the way the material is presented, according to teacher Bridget Sitarski.

Sarah Davis, now the principal of Cedar Springs Academy on the School for the Deaf and the Blind campus, once taught Jyda Good in elementary school. Davis said she was always strong willed.

“She was a handful as a kid, and that’s an understatement,” Davis said.

Sitarski said that stubborn streak came naturally to Good, but she said communication issues can foster frustration in young children.

“She’s had to work hard for everything,” Sitarski said. “And she’s come such a long way.”

Consuela Good said she was devastated to learn when Jyda was 12 that her daughter had Usher Syndrome, which led to her deafness and will gradually hurt her vision.

“I’d say I grieved over that for two years,” Consuela Good said. “But Jyda, she just took that in stride and never let it bother her, and honestly that’s helped me.”

Jyda said her mother has always been her biggest cheerleader and supported her whenever she needed it, and that her grandmother Ruby McCree Duncan taught her the importance of family and how to care for herself.

Through it all, Jyda said her friends and teachers at the School for the Deaf and the Blind have helped her grow and prepare for life beyond its walls.

“Somewhere along the line, things clicked for her,” Sitarski said. “I think she realized we weren’t challenging her just to be combative, but to help her grow. Seriously, she’s blossomed over the past four or five years, but that’s really accelerated over the past couple of years. Suddenly she’s telling me she wants to be a leader, that she can help the other students and then she does it.”

Consuela Good said it was always her dream for Jyda to attend college, but that idea seemed out of reach for many years.

Continued

Herald-Journal, Spartanburg, SC
May 12, 2019

“So I never pushed it,” Consuela Good said. “But then Jyda started to mention it and told me that she wanted to go. When she found out about Winthrop’s Think College, she was all about it, and I couldn’t have been happier. I wanted this so much for her.”

Jyda said the application process forced her beyond her comfort levels. She’s shy, and the interview with Winthrop officials was intimidating.

“She knocked it out of the park, though,” Sitarski said. “She was ready.”

Her opportunities at Winthrop will be broad, and she said she plans to take classes in religion, finance, cooking, health and technology.

She’ll enter the Think College program with nine other students. She said she’s excited about the prospect of making new friends and integrating into campus life.

“I’m excited and I hope I’m ready,” Jyda said.

Article by Adam Orr, Photo by Alex Hicks



Union officials host fishing event for students with special needs

UNION, SC (WSPA) – Union Public Safety and the South Carolina Department of Natural Resources hosted a fishing event for students with special needs.

The event was for students in Union County, Chester County, and The South Carolina School for the Deaf and the Blind in Spartanburg.





SC School for the Deaf and the Blind lauds grads

EASLEY — Local residents Nevaeh Welsh and Maya Patterson are big winners at the SC School for the Deaf and the Blind. Both students received multiple awards at the school's recent Awards Day and will graduate later this month.

On Awards Day, Welsh was presented the Academic Achievement Award, the Daughters of the American Revolution Good Citizenship Award, the Norman Pulliam Scholarship, the Spartanburg Civitan Club Scholarship, and the Rippy Scholarship. She was a member of student council and the academic bowl team all four years of high school.

Nevaeh would like to become a software engineer. She is the daughter of Danielle Welsh.

Maya Patterson was named Special Olympics Athlete of the Year and Fine Arts Student of the Year for the Cedar Springs Academy. She also received an honorable mention from the American Legion.

While attending the SC School for the Deaf and the Blind, Maya participated in multiple Special Olympics sports including track and field, bowling, volleyball, and swimming. She was a member of the school's color guard.

Continued

***The Sentinel-Progress, Pickens, SC
May 23, 2019***

Maya received workplace training through the school’s Applied Academic Center and local businesses. She also worked in the student-run business “Wicks and Suds,” where she maintained inventory and manufactured, sold, and packaged candles and soaps. She plans to live in Easley and would like to work as a stock clerk in a local grocery store.

Maya is the daughter of Crystal Williams and Andre Gambrell.

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.



Patterson



Welsh



Kayla Wiegand of Laurens graduates from SCSDB

SPARTANBURG – Laurens resident Kayla Wiegand will graduate from the S.C. School for the Deaf and the Blind on May 30.

While attending the Spartanburg-based school, Kayla received awards in volleyball, basketball and track. She gained work experience through the school’s Applied Academic Center.

Kayla would like to attend Miami University. Her advice to other students is, “Work hard and never give up.”

Kayla is the daughter of Mary Louise Worthy.



Hanna received the Dunbar Scholarship at the SC School for the Deaf and the Blind graduation. The scholarship was presented by Sam Hook, executive director of the school's foundation.

Great Falls resident Chase Hanna is a triple threat: Star athlete, mechanic, forklift driver

Chase Hanna named Athlete of the Year at the SC School for the Deaf and the Blind

Great falls resident Chase Hanna was named the Department for the Blind's Male Athlete of the Year at the SC School for the Deaf and the Blind. He also received the Rippy and Dunbar Scholarships.

Chase plans to attend Spartanburg Community College in the fall. While attending the SC School for the Deaf and the Blind, this determined young man also obtained automotive technology training by working in the school's motor pool, and he learned to operate a forklift through the school's Applied Academic Program.

Chase overcame the challenge of not being able to drive by using vision enhancement lenses, and he now has his driver's permit.

Continued

**Great Falls Reporter, Great Falls, SC
June 5, 2019**

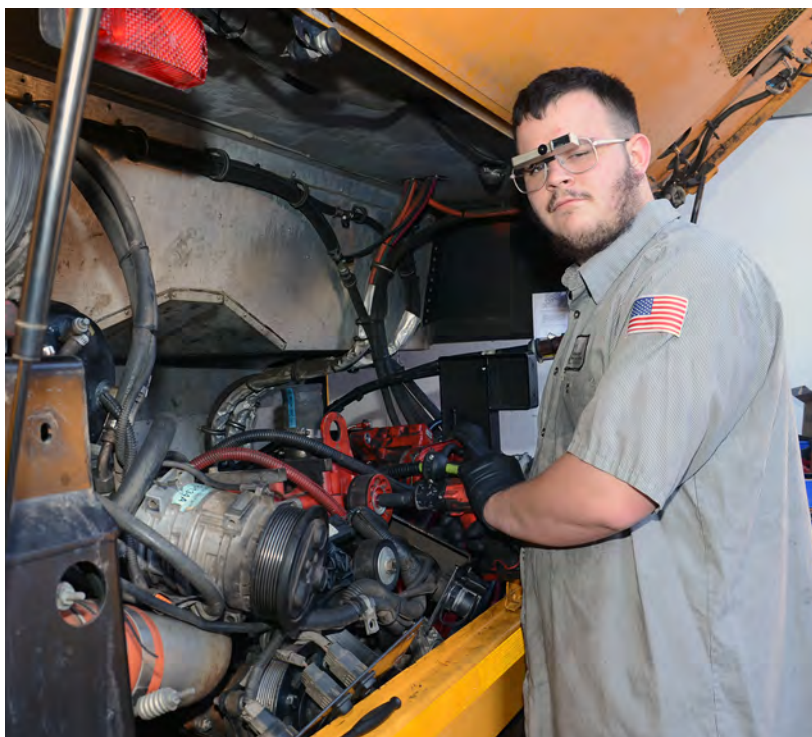
Chase participated in track and field, football, and basketball. He was named to the All-American team for goalball, a sport designed for athletes who are blind or visually impaired.

He was also a member of the Do Good Feel Good Club and the Leo Club, a Lions club for students.

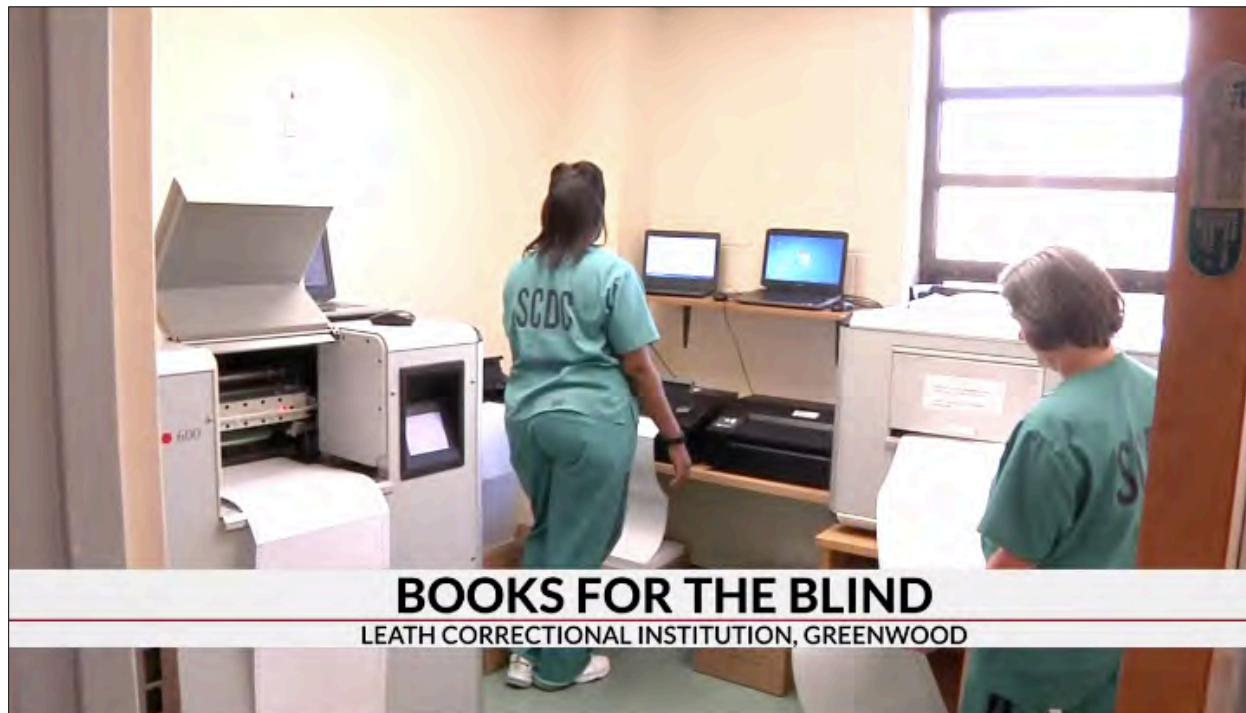
Chase is the son of Lisa and Brian Harris and James Hanna.



Chase Hanna competes in pole vaulting during a track meet at the SC School for the Deaf and the Blind.



Hanna works on a bus in the Motor Pool at the SC School for the Deaf and the Blind. He is wearing vision enhancement lenses.



Greenwood prison inmates produce textbooks for blind SC Students

GREENWOOD COUNTY, SC (WSPA) – We’re asked not to show the faces of inmates at the Leath Correctional institution, where some women are serving life sentences, but their pride is clear.

“It’s a job. It’s not just a place you go to work,” an inmate told 7 News. “It’s a place we can go and be proud of.”

Women at the Greenwood prison are opening the minds of children who can’t see for themselves by producing braille textbooks for the South Carolina School for the Deaf and the Blind as well as students in other SC schools, and other parts of the country.

“Provide them in a timely manner so the kids have the books when their sighted peers have them,” Jill Ischinger, SC School for the Deaf and the Blind Director of the Statewide Instructional Material Center said.

The SC School for the Deaf and the Blind runs the program where regular state textbooks are adapted into raised dots called braille.

The operation is part of the National Prison Braille Network which includes roughly 40 prisons across the country, with the Greenwood prison being the only location in South Carolina since 2002.

Continued

**7 News WSPA, Spartanburg, SC
July 17, 2019**

Officials say inmates are paid based on volume.

“It also provides them with a skill that they can use when they get out,” Ischinger said. “We’ve got about 4 that are gainfully employed doing this that have left this program.”

The SC Department of Corrections (SCDC) reports there are more than 1,200 inmates working in a prison industry across the state.

“These inmates here strive to do better and we want them to do better,” Leath Correctional Institution Associate Warden Loretta Moore said. “I’ve been here for 30 years. I would say that prison isn’t what it seems to be. We give the inmates tools to rejoin society. Everything people see on TV isn’t typically what it is.”

Almost one hundred women at the Greenwood prison work sewing clothes for the military and other prisons or agencies.

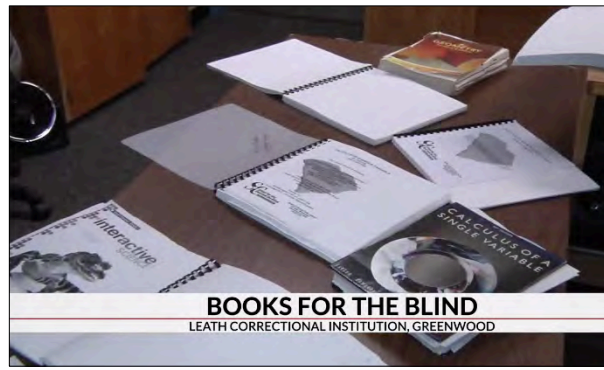
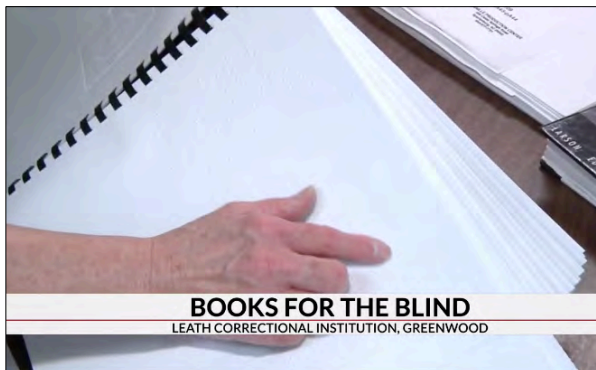
“On the private sector side these women make \$7.25 an hour and they pay state and federal taxes. On the state side they get incentive pay so everybody gets paid something,” Leath Correctional Institution Prison Industry Point Manager Consuella Ferguson said. “Some of these ladies are lifers and they don’t have money so this is a way for them to give back to SCDC.”

SCDC says inmates employed in these programs also contribute to victim’s programs, family support, and room & board.

“It’s training them how to communicate one to another even when you have differences,” said Ferguson. “They work 40 hours a week so that keeps them out of trouble.”

Officials said inmates who are disciplined can’t take part.

“Just knowing that we are helping somebody and we are able to give back to the community because when you’re in here sometimes you feel like you’re lost and you’re not a part of society anymore but this place gives that to us,” an inmate told 7 News.



Story by Nikelle Smith