



2025 Annual Accountability Report

**South Carolina School for the
Deaf and Blind**

Agency Code: H750

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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 *Engage, Empower, and Equip* students for success, SCSDB offers multiple models of support for 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 which SCSDB has identified for focus in order to accomplish the mission and vision of the agency.

Goal 1: Enhance recognition and marketing of SCSDB

Goal 2: Operate a residential campus enhancing students' holistic development

Goal 3: Provide exceptional educational programming specific to students with sensory loss

Goal 4: Expand outreach services for individuals who are deaf, blind, or sensory multi-disabled

Goal 5: Implement campus master plan

Goal 1 Update:

As the South Carolina School for the Deaf and the Blind (SCSDB) continues to focus on increasing awareness of its services, a multi-channel marketing strategy helped the school significantly grow its visibility and audience engagement during the 2024–2025 school year.

SCSDB experienced a major publicity opportunity through a national campaign produced by the Empowered Program, hosted by acclaimed actress Meg Ryan. SCSDB was selected from among other Schools for the Deaf across the country to be featured in a full episode produced for PBS audiences. The episode, which aired beginning September 30, 2024, showcased interviews with students and staff that explored the challenges faced by the Deaf community and highlighted how SCSDB prepares students for lifelong success through academic achievement and support. The segment was distributed to more than

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170 PBS stations nationwide and ran as interstitial programming for one full year, reaching millions of households.

In addition to the full episode, the Empowered Program produced a 30-second commercial titled “Celebrating 175 Years,” which emphasized SCSDB’s legacy and student offerings. The commercial aired 100 times on national networks including CNN, Fox Business Network, MSNBC, CNBC, The Weather Channel, and PBS, during both peak and prime time slots. Digitally, the commercial was also featured on Facebook, where it received 108,400 video plays, and on Disney+, reaching 33,508 users, specifically targeting families with children.

Further expanding its digital impact, the Empowered Program’s email campaign supported a targeted distribution to over one million recipients, resulting in the largest single-day traffic spike to the SCSDB website on June 3, 2025.

SCSDB broadened its digital advertising efforts throughout the year, running campaigns for Hornet Spy Summer Camp (13,331 views, 185 link clicks), Spring Buzz (4,366 views, 124 link clicks), and boosting a post featuring a student performance (10,109 views, 1,678 thru plays). From January 1 to June 29, 2025, Facebook content received 546,000 impressions, nearly matching the previous 12-month total of 799,000. The page reached 358,089 profiles, a 41% increase from the previous school year, and grew to 5,717 followers.

A redesigned SCSDB website was launched during the 2023–2024 school year. By 2025, the site introduced key features including the Hornet’s Nest store—supporting student enterprise—and a Weglot integration, allowing visitors to select and translate content into their preferred language. Between July 1, 2024 and June 29, 2025, the site welcomed 32,000 users, with 96% being new visitors. Most traffic came from organic searches (17,000 users) and direct links (11,000 users), the latter representing a 42.1% increase. Homepage visits rose by 264%, totaling 46,000 views.

SCSDB's social media presence continued to strengthen with frequent original content across Facebook, LinkedIn, Vimeo, and Issuu. On Facebook alone, the school published 8 videos and 4 reels, reaching 196,000+ profiles and generating 72,000+ short-form views, a 26.1% increase from the prior year.

The most popular post of the school year featured a School for the Blind eighth-grader performing Adele’s “Someone Like You,” garnering 98,734 views and 1,524 interactions. A boosted version of the post received an additional 10,000+ views.

Across all posts in 2025, Facebook earned 23,380 interactions, including 2,544 comments, 1,340 shares, and 1,923 link clicks, a 26% increase in website traffic from social media.

SCSDB added 9 new videos to Vimeo, where it also livestreamed graduation and hosted content from Outreach Services, including a growing library of ASL Resource videos used in agency classes. Videos received 1,575 views and 13,200 impressions. All issues of The Buzz were also uploaded to Issuu and embedded on the school website.

SCSDB’s LinkedIn profile saw 1,573 impressions during the school year, contributing to broader professional visibility.

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SCSDB continued its publication of The Buzz newsletter with Fall 2024, Winter/Spring 2025, and Summer 2025 editions, mailed to 906 households including parents of students, outreach families, and board members. The newsletter was made available in Spanish, large print, and braille, and also shared online via Facebook, LinkedIn, and the SCSDB website.

The President’s Post, a monthly digital newsletter with school news and staff highlights, continued to replace the former News Central publication and averaged 632 monthly views.

SCSDB also reached a broader audience through traditional media, outdoor ads, and press engagement. In September 2024, banners celebrating the school’s 175th anniversary lined West St. John Street near the new Spartanburg County Courthouse. A newly designed billboard featuring a student from the School for the Deaf with the message “Here For You” conveyed SCSDB’s dual role: a specialized school and a statewide support system for families. Plans are underway to expand this campaign.

The school also ran advertising with Spartanburg Little Theatre, Spartanburg Youth Theatre, and Spartanburg Sings, spotlighting its fine arts programs. On SCETV (PBS Kids) and SC Public Radio, three rotating ads aired 200+ times between August 2024 and May 2025, reaching 67,000 households and 87,000 monthly viewers. In December, Director of Strategic Communications Logen Belmont appeared as a featured guest on SC Public Radio during its Radio Drive.

To promote the SCSDB Foundation’s Car, Truck, and Motorcycle Show, Audacy radio ads (62 total) aired on Classic Rock 101.1 FM and 93.3 Planet Rocks FM, reaching 151,300 radio listeners.

A total of 19 press releases were distributed to 70 media outlets, resulting in 41 media features:

- Local (17 features): GoUpstate, WSPA News Channel 7, Fox Carolina, WYFF News Channel 4, Your Carolina, Post and Courier, OneSpartanburg, Greenville Journal, Here Spartanburg, Spartanburg County Foundation Annual Report
- Statewide (20 features): The Island News, ABC15, WFXB FOX TV, WBTW News 13, WACH Fox 57, Anderson Independent Mail, City of Myrtle Beach, New Irmo News, Times and Democrat, SCETV, SC Public Radio, and more
- National (4 features): Empowered with Meg Ryan commercial, PBS segment, national MSN coverage of the Myrtle Beach ASL statue, and a spotlight in the American Journal of Transportation on SCSDB Foundation grant recipients

Goal 2 Update:

Approximately 50% of SCSDB’s campus students attend the residential program. For these students, access to quality enrichment activities is critical to holistic growth, socially, emotionally, and physically. SCSDB is committed to increasing student opportunities and participation in extracurricular activities.

In the area of afterschool athletics and clubs, overall student involvement increased. 48% of students were involved in athletics (football, basketball, volleyball, track, goalball), 100% of students engaged in clubs and organizations including golf club, soccer club, and recreational activities, and 100% of students

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participated in organized events such as pageants, talent shows, field trips, prom, and special speakers/events. Overall student participation increased to 83%.

SCSDB continues to offer exceptional Fine Arts programming. We have maintained seven after-school arts-based enrichment programs. These offerings included the SCSDB Choir, Art Afterschool program, Drumline program, and Artist-in-Residency programs in American Sign Language (ASL) Theatre, pottery, ukelele, and dance. 90% of our student population participated in enrichment arts.

SCSDB also hosted the state-wide Arts in Basic Curriculum site visit. Student ambassadors from all three schools led tours, highlighting the fine arts program. 85 participants from across the state (teachers and administrators) attended the site visit.

Goal 3 Update:

Students with sensory loss frequently exhibit delays in language and literacy. Due to sensory loss, our students do not benefit from the incidental learning that many students without sensory loss experience. To address these deficits, SCSDB utilizes two Reading Interventionists to focus on language development and reading remediation. During the 2024-25 school year, Reading Interventionists continued to work with students, providing targeted interventions. It must be noted that the degree and severity of sensory loss significantly impacts student growth. For example, students who are unable to access print must first learn braille in order to become literate. This is an added dimension not faced by sighted children. This impact was seen with our students at the School for the Blind. Of the eight students who received additional support, three have not yet learned braille sufficiently to access the reading material. This factor greatly affected the success rate in that location. At the School for the Deaf, most students made progress, and the school came close to meeting their goal, but was 2 percentage points away. SCSDB will continue to focus on literacy skills for all students. Staff understands that our students need additional supports and instruction in order to make progress and master these fundamental skills to learning other disciplines.

Assistive technology is critical in the world of education, and even more so for students who require tools to access instructional materials and their environment. Although SCSDB continues to be at the forefront of providing accessible educational experiences in South Carolina, opportunities exist for improvement, particularly in the area of professional training for agency staff. An Assistive Technology team, with members from all schools, continues to meet monthly to identify needs and discuss new technologies that may be appropriate to utilize. The team also facilitates trainings and leadership in assistive technology in each school. Survey data demonstrates that most teachers have moved from emerging knowledge to more proficient knowledge and use of targeted technologies.

In the 2024-25 school year, teachers continue to report increased proficiency in use of assistive technology in students. These technologies include voiceover with refreshable Braille display, voiceover on iPads, speech generated devices, and communication big mac buttons. The Assistive Technology Coordinator and the Technology Integration Specialist provide monthly training at each school and are available on an as needed basis to provide support to teachers. Based on pre- and post-training data, 84% of certified staff demonstrated increased proficiency with targeted assistive technologies.

The SC Department of Education (SCDE) has adopted a Learning Object Repository (LOR) to house instructional resources across the state. Unfortunately, the site continues to experience usage challenges not supported by the SCDE. During the 2024-25 school year staff faced significant technical difficulties

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in logging into the Learning Object Repository. The system was down over multiple weeks during several months. SCSDB has learned that the state no longer plans to support the system and is moving to ClassLink.

SCSDB has developed a new goal to address Teacher/Administrator Quality. The district has identified the need for targeted training for teachers and is aware of the Professional Learning Library in the SC Lead system. Utilizing resources there, teachers can identify areas for growth and find professional development in SC Lead PLL to address areas of need. Additionally, administrators can assign professional development to teachers after conducting observations through the ADEPT process and identifying areas that may need reinforcement.

SCSDB continues to implement a plan to address Social Emotional Learning (SEL) in schools. The School Climate Coordinator utilizes leadership groups in each school to identify needs for the schools and target needed trainings. These groups have also reviewed resources to utilize in school-wide social emotional learning. They have worked to make the information accessible to our students with vision and or hearing loss. In the 2024-25 school year, SCSDB continues to show good growth in this area. Zones of Regulation for support of Social Emotional Learning is implemented in all schools and some aspects are utilized in the Residential Life program to for cohesive support campus-wide. Targeted trainings have been provided to certified staff, as well as support staff in the classrooms and Residential Life. Surveys of staff demonstrate an increased capacity to address students' social and emotional learning needs. Currently, 95% of certified staff have been engaged in training, as well as additional, non-certified staff (teaching assistants, residential life staff).

As SCSDB strives to *Engage, Empower, and Equip* students for success, we remain focused on post-secondary outcomes and college and career readiness. Through our career and technology program, we are increasing our offerings and opportunities for students to graduate with a minimum of three industry credentials. Our current goal focuses on graduates earning certifications. Of our 2025 graduates from the School for the Deaf and the School from the Blind (7), three seniors earned three certifications and four seniors earned two certifications.

Per the SCDE's revised credentialing system, SCSDB is amending this goal. The designated tiers allocate points and, starting in 27-28, students will no longer qualify for career readiness with 3 individual tier 1 (1 point) certificates. Students will need to take a combination of tier 2 and tier 1 in their career focus area or a universal tier 1 certification and tier 2 in their career cluster. The focus during upcoming years will promote SCSDB student access to industry certifications within their career cluster. Approved tier 2 credentials in career clusters will be an area of emphasis for school leaders working with students, families, case managers, and counselors to identify student career clusters. In the transition time, students may earn tier 1 certifications if accessible career cluster credentials are still being processed in the approval phase.

Goal 4 Update:

SCSDB's Division of Outreach Services continues to address the critical need in measuring language acquisition for d/Deaf and Hard-of-Hearing children ages birth to five. The Visual Language Services (VLS) program works in tandem with our Early Intervention and Educational Services program statewide by providing Early Language Acquisition Specialists (ELAS). The ELAS professionals are experts in measuring American Sign Language (ASL) skills and in providing specialized Early Intervention ASL (EIASL) instruction to increase visual language exposure and meet the needs of our Early Intervention

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children and families. During the 2024-2025 fiscal year reporting period, the VLS program provided a total of 51 EIASL classes. During the first two quarters, 29 classes were offered to a total of 96 families. The average attendance was 48% with a successful completion rate of 52%. During the last two quarters, 22 classes were offered to a total of 60 families. The average attendance was 49% with a successful completion rate of 83%. Each family attended the EIASL courses through our VLS program on-line and via the Zoom platform. Unfortunately, due to low enrollment and an increased percentage of non-completion, the EIASL courses did not meet the baseline of 80% or the target goal of 90%. Upon review of the goal and the standard of measurement, we have revised the target and baseline to measure the number of classes being offered versus the successful completion rates. Because we do not have control over the number of families attending and completing the courses, we will have the ability to ensure the number of classes offered will meet the needs of our families.

Additionally, children receiving Early Intervention Visual Language services will demonstrate growth in language acquisition through the Visual Communication and Sign Language (VCSL) checklist observations. The VCSL is completed in collaboration with individuals who are familiar with the child's expressive and receptive language. Trained VCSL d/Deaf and Hard-of-Hearing professionals, known as ELAS specialists, administered the VCSL communication checklist observations to children from birth to age 5 with specific visual language goals as determined in their respective Individualized Family Service Plan (IFSP). The VCSL is used to monitor the child's developmental progress. In order to receive an accurate measure, the VCSL checklist observation is completed every six months with the first assessment establishing a baseline. During this reporting period, our trained ELAS team provided a total of 12 checklist observations. Of the 12 checklist observations, 3 babies had their second checklist observation and one toddler had their third checklist assessment. The results demonstrated the second checklist assessments were consistent with no measurable growth. This allowed for us to establish a realistic timeline on when an infant begins to demonstrate some language acquisition through facial expressions, eye gazing, and attention. The one toddler who had their third VCSL checklist assessment demonstrated a 90% growth. The performance measure actual was met, and we predict that through the next fiscal year, we will have more data to show growth in language acquisition.

Technical assistance provided through professional development opportunities tailored for students who are Deafblind continues to be such a great need for early intervention professionals, school district personnel and their families statewide. This specialized approach integrates strategies that prioritize tactile, auditory, and visual communication methods, thereby accommodating diverse sensory needs. Each professional development session is designed to equip these individuals with the skills needed for tactile signing, braille, assistive technology, and other supportive techniques. These initiatives empower the professionals to create an inclusive learning environment where students who are Deafblind can thrive academically and socially.

During this reporting period, the Deafblind Project did not meet the desired target. The target was 70 trainings/workshops; however, 32 technical assistance trainings/workshops were provided offering one or more of the following: universal technical assistance, targeted technical assistance, or intensive technical assistance to attendees. Weather conditions caused the cancelation of several planned events due to the unexpected impact of Hurricane Helene. This, in addition to feedback from key stakeholders, revealed that ongoing usage of Zoom webinars was no longer a viable option as in previous years due to Zoom fatigue. This reduced the number of additional trainings as well.

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Finally, the Deafblind Project had an unfilled staff position this past year which in turn limited the number of technical assistance events than the number held in the previous year. The Deafblind Project anticipates being fully staffed for the upcoming fiscal year and is on track to complete the desired target goal.

Goal 5 Update:

SCSDB continues to move forward with physical campus improvements. Currently, SCSDB recognizes a need for improved and updated dorm facilities, future plans for educational environments that are most conducive to learning, and upgrades to infrastructure and mechanical systems. SCSDB has worked to align the agency’s Capital Project Improvement Plan (CPIP) to meet the recommendations from the campus master plan. SCSDB has halted completion of the demolition phase of the master plan. No additional buildings are able to be removed until replacement buildings are constructed. Renovations in accordance with both the CPIP and the SCSDB Master Plan are on-going and include educational and dorm facility improvements and roofing and HVAC improvements. During the 2024-2025 school year, we have repaired a structural roof failure on the media center and replaced the HVAC system in the main campus gymnasium facility. We will continue to evaluate our priorities to determine next steps in plan implementation. SCSDB recognizes that future facilities will be dependent upon funding availability.

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 SCDE. 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 SCDE 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 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.

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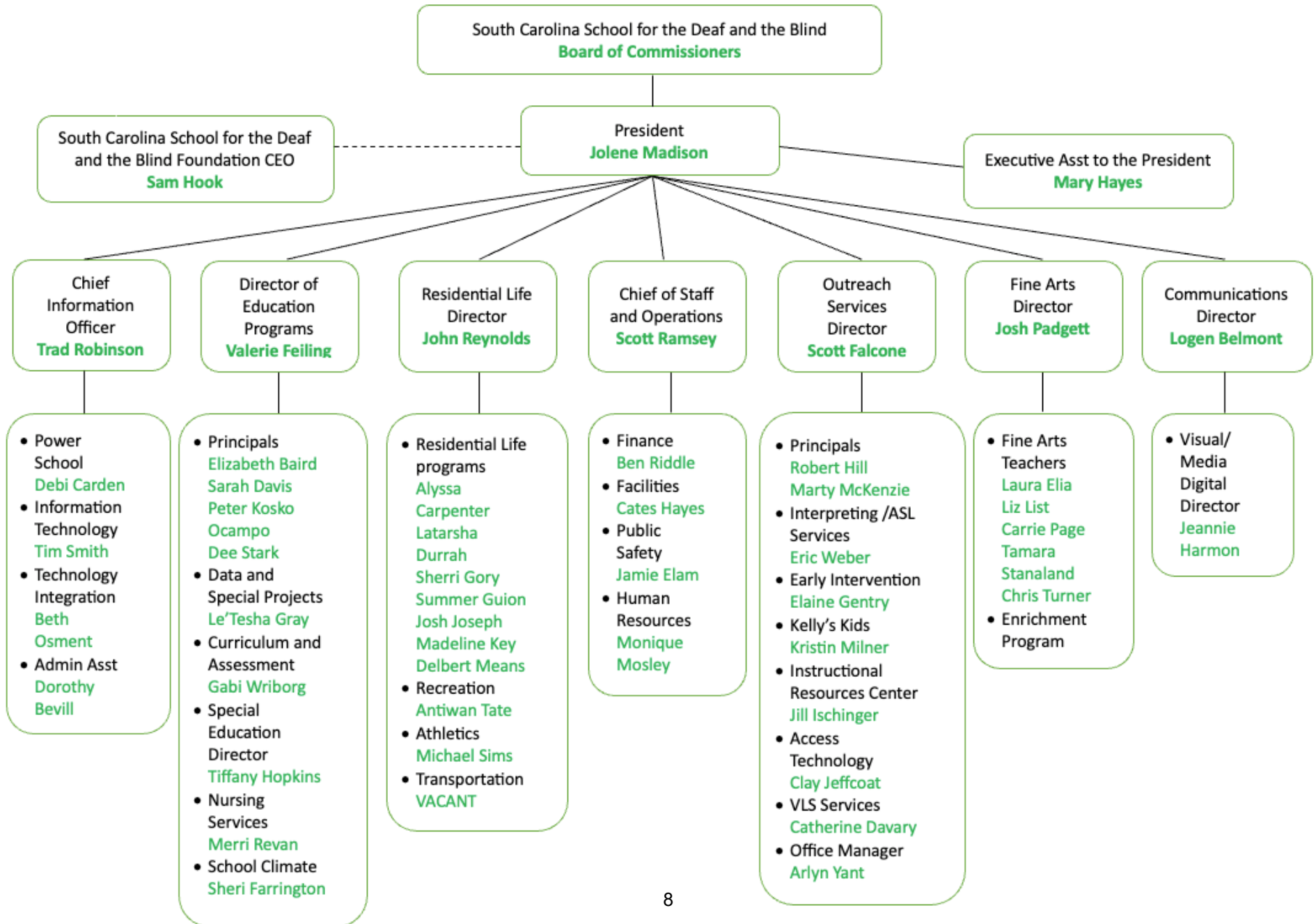
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2025

Reorganization and Compliance

as submitted for the Accountability Report by:

H750 - SCHOOL FOR THE DEAF & BLIND

Primary Contact

| First Name | Last Name | Role/Title | Email Address | Phone |
|------------|-----------|------------|--------------------|--------------|
| Jolene | Madison | President | jmadison@scsdb.org | 864-577-7500 |

Secondary Contact

| First Name | Last Name | Role/Title | Email Address | Phone |
|------------|-----------|-------------------------------|-------------------|--------------|
| Scott | Ramsey | Chief of Staff and Operations | sramsey@scsdb.org | 864-577-7522 |

Agency Mission

Adopted in:

2009

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

Adopted in:

2012

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.

Recommendations for reorganization requiring legislative change:

None

Agency intentions for other major reorganization to divisions, departments, or programs to allow the agency to operate more effectively and efficiently in the succeeding fiscal year:

None

Significant events related to the agency that occurred in FY2025

| Description of Event | Start | End | Agency Measures Impacted | Other Impacts |
|----------------------|-------|-----|--------------------------|---------------|
|----------------------|-------|-----|--------------------------|---------------|

| | | | | |
|--|---------|----------|--|---|
| Hurricane Helene | October | November | Students in Kindergarten through 5th grade receiving instruction from the SCSDB Reading Interventionist will demonstrate growth related to reading fluency | Students at a critical point of instruction were negatively impacted by school closure due to Helene. |
| Is the agency in compliance with S.C. Code Ann. § 2-1-220, which requires submission of certain reports to the Legislative Services Agency for publication online and the State Library? (See also S.C. Code Ann. § 60-2-20). | | | | Yes |
| Reason agency is out of compliance: (if applicable) | | | | |
| 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). | | | | Yes |
| Does the law allow the agency to promulgate regulations? | | | | No |
| Law number(s) which gives the agency the authority to promulgate regulations: | | | | |
| Has the agency promulgated any regulations? | | | | No |
| 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? | | | | Yes |
| (End of Reorganization and Compliance Section) | | | | |

FY2025

Strategic Plan Results

as submitted for the Accountability Report by:
H750 - SCHOOL FOR THE DEAF & BLIND

- Goal 1 Enhance recognition and marketing of SCSDB
- Goal 2 Operate a residential campus enhancing students' holistic development
- Goal 3 Provide exceptional educational programming specific to students with sensory loss
- Goal 4 Expand outreach services for individuals who are deaf, blind, or sensory multi-disabled
- Goal 5 Implement campus master plan

| Perf. Measure Number | Description | Base | Target | Actual | Value Type | Desired Outcome | Time Applicable | Calculation Method | Data Source | Data Location | Stakeholder Need Satisfied | Primary Stakeholder | State Funded Program Number Responsible | Notes | |
|---|--|------|--------|--------|------------|--------------------------|-------------------|---|--------------------|--|----------------------------|--------------------------|--|--|--|
| 1.1 Utilize online opportunities through social media and agency website | | | | | | | | | | | | | | State Objective: Education, Training, and Human Development | |
| 1.1.1 | Increase awareness through digital ads, including social media and web platforms | 5 | 10 | 7 | Count | Equal to or greater than | State Fiscal Year | Number of digital ads | Department records | Director of Communications and Marketing records | Awareness and engagement | Parent, staff, community | 0100.010000.000 9500.050000.000 | Although we made progress, this goal does not accurately capture the reach of our ads; goal is being modified to capture reach vs. quantity of ads | |
| 1.1.2 | Increase audience engagement and interactions (likes, shares, comments) with social media posts to enhance public awareness of agency and services | 0% | 10% | 26% | Percent | Equal to or greater than | State Fiscal Year | % increase of engagement/interactions | Department records | Director of Communications and Marketing records | Awareness and engagement | Parent, staff, community | 0100.010000.000 9500.050000.000 | Ongoing goal | |
| 1.2 Increase use of print marketing and publications | | | | | | | | | | | | | | State Objective: Education, Training, and Human Development | |
| 1.2.1 | Continue development of parent and community newsletter | 3 | 4 | 3 | Count | Equal to or greater than | State Fiscal Year | Number of publications | Department records | Director of Communications and Marketing records | Awareness and engagement | Parent, staff, community | 0100.010000.000 9500.050000.000 | Ongoing goal; modifying goal to reflect 3 issues as standard | |
| 1.2.2 | Increase public ads including billboards, mobile advertisements, media (radio/TV) spotlights | 6 | 12 | 15 | Count | Equal to or greater than | State Fiscal Year | Number of public ads | Department records | Director of Communications and Marketing records | Awareness and engagement | Parent, staff, community | 0100.010000.000 9500.050000.000 | Exceeded goal; increasing target to 20 | |
| 1.3 Develop recruitment plan and materials to reach students who would benefit from SCSDB services | | | | | | | | | | | | | | State Objective: Education, Training, and Human Development | |
| 1.3.1 | Increase exposure at professional meetings and conferences by education services and outreach services personnel | 38 | 60 | 85 | Count | Equal to or greater than | State Fiscal Year | Number of meetings/conferences attended | Department records | Education Services and Outreach Services records | Awareness and engagement | Parent, staff, community | 0200.150000.000; 0201.10000.000; 0202.050000.000; 0302.000000.000; 0100.010000.000; 0400.000000.000; 0504.010000.000; 9500.050000.000 | Maintain | |
| 1.3.2 | Increase potential parent awareness through attendance/exhibits at parent-focused events and conferences | 14 | 20 | 34 | Count | Equal to or greater than | State Fiscal Year | Number of events/conferences attended | Department records | Education Services and Outreach Services records | Awareness and engagement | Parent, staff, community | 0200.150000.000; 0201.10000.000; 0202.050000.000; 0302.000000.000; 0100.010000.000; 0400.000000.000; 0504.010000.000; 9500.050000.000 | Maintain | |

| Perf. Measure Number | Description | Base | Target | Actual | Value Type | Desired Outcome | Time Applicable | Calculation Method | Data Source | Data Location | Stakeholder Need Satisfied | Primary Stakeholder | State Funded Program Number Responsible | Notes |
|---|--|------|--------|--------|------------|--------------------------|-------------------|--|---|------------------------------------|--|---------------------------|--|--|
| 1.3.3 | Increase medical provider awareness of SCSDB services through targeted informational meetings with pediatric-focused specialists (ENT/Audiologists, Ophthalmologists, Pediatricians) | 0 | 20 | 3 | Count | Equal to or greater than | State Fiscal Year | Number of targeted informational meetings | Department records | Coordinator of Recruitment records | Awareness and engagement | Parent, community | 0200.150000.000; 0201.10000.000; 0202.050000.000; 0302.000000.000; 0100.010000.000; 0400.000000.000; 0504.010000.000; 9500.050000.000 | Development year; ongoing goal |
| 2.1 Conduct extracurricular activities for a wide range of ages, interests, and ability levels State Objective: Education, Training, and Human Development | | | | | | | | | | | | | | |
| 2.1.1 | Increase student participation on athletic teams, clubs, and organizations, by providing opportunities that support student interests and abilities | 78% | 90% | 83% | Percent | Equal to or greater than | State Fiscal Year | Percent of students participating | Attendance reports | Residential Life records | Health and wellness | Students, staff | 0200.150000.000; 0201.10000.000; 0202.050000.000; 0100.010000.000; 0400.000000.000; 0600.000000.000; 9500.050000.000; 9809.260000X000 | Ongoing goal |
| 2.1.2 | Increase extracurricular arts-based programs | 7 | 7 | 7 | Count | Maintain range | State Fiscal Year | Number of extracurricular arts programs offered | Department records | Fine Arts records | Social and emotional well-being | Students, staff | 0200.150000.000; 0201.10000.000; 0202.050000.000; 0100.010000.000; 0400.000000.000; 0600.000000.000; 9500.050000.000; 9809.260000X000 | Maintain |
| 3.1 Increase literacy and technology skills for students and staff State Objective: Education, Training, and Human Development | | | | | | | | | | | | | | |
| 3.1.1 | Students in Kindergarten through 5th grade receiving instruction from the SCSDB Reading Interventionist will demonstrate growth related to reading fluency | 81% | 90% | 70% | Percent | Equal to or greater than | State Fiscal Year | Percent of K-5th grade students demonstrating growth | Fountas and Pinnell Benchmark Assessments | Education Services data | Academic achievement | Students, staff | 0200.150000.000; 0201.10000.000; 0202.050000.000; 0302.000000.000; 0100.010000.000; 0400.000000.000; 0600.000000.000; 9500.050000.000 | Ongoing long-range goal; pre-braille learners impacted progress |
| 3.1.2 | Certified staff will demonstrate increased proficiency with targeted assistive technologies | 76% | 100% | 84% | Percent | Equal to or greater than | State Fiscal Year | Percent of staff demonstrating proficiency | Pre- and post-survey data | Education Services data | Academic achievement and accessibility | Students, staff | 0200.150000.000; 0201.10000.000; 0202.050000.000; 0302.000000.000; 0100.010000.000; 0400.000000.000; 0600.000000.000; 9500.050000.000 | Ongoing goal |
| 3.1.3 | Certified teachers will demonstrate active monthly usage of the Learning Object Repository | 73% | 100% | 62% | Percent | Equal to or greater than | State Fiscal Year | Percent of staff actively using the LOR | LOR usage reports | Education Services data | Academic achievement | Certified staff, students | 0100.010000.000; 0200.150000.000; 0201.10000.000; 0202.050000.000; 0400.000000.000 | Delete goal: the SC Department of Education is no longer supporting the Learning Object Repository |
| 3.2 Increase social-emotional learning and well-being State Objective: Education, Training, and Human Development | | | | | | | | | | | | | | |

| Perf. Measure Number | Description | Base | Target | Actual | Value Type | Desired Outcome | Time Applicable | Calculation Method | Data Source | Data Location | Stakeholder Need Satisfied | Primary Stakeholder | State Funded Program Number Responsible | Notes |
|---|---|--|--------|--------|------------------|--------------------------|-------------------|--|-------------------------------|--------------------------|---|--|--|--|
| 3.2.1 | Develop and implement a Social Emotional Learning (SEL) program with ongoing training for certified staff | 95% | 100% | 95% | Percent | Equal to or greater than | State Fiscal Year | Percent of certified staff participating in Professional Learning Communities focused on SEL | Sign in sheets | Education Services data | Social and emotional well-being | Certified staff, students | 0100.010000.000; 0200.150000.000; 0201.10000.000; 0202.050000.000; 0400.000000.000 | Ongoing goal |
| 3.3 Increase college and career readiness skills | | State Objective: Education, Training, and Human Development | | | | | | | | | | | | |
| 3.3.1 | 12th grade students in the School for the Blind and the School for the Deaf will earn a minimum of three industry credentials | 73% | 100% | 57% | Percent | Equal to or greater than | State Fiscal Year | Percent of 12th graders earning three or more industry credentials | Education records/transcripts | Education Services data | College and career readiness | High school students | 0200.150000.000; 0201.10000.000; 0202.050000.000; 0302.000000.000; 0100.010000.000; 0400.000000.000; 0600.000000.000; 9500.050000.000 | SC Department of Education has modified the industry credential process. This goal is being replaced with a goal in alignment with the new process |
| 4.1 Implement statewide Visual Language Services to meet the language acquisition needs for d/Deaf and Hard-of-Hearing children birth to five years old and support language development and enrichment opportunities for K-12 | | State Objective: Education, Training, and Human Development | | | | | | | | | | | | |
| 4.1.1 | Increase visual language exposure for children and families served through Early Intervention (birth to age 5) ASL classes | 80% | 90% | 68% | Percent | Equal to or greater than | State Fiscal Year | # of families accessing ASL/# of families requiring ASL | Department records | SCSDB Dashboard | Parent/child support | Deaf and hard-of-hearing children age 0-5 | 0100.010000.000; 0504.010000.000; 9500.050000.000 | Revising goal to accurately reflect number of classes offered rather than successful completion rate as we are unable to compel families to complete the program |
| 4.1.2 | Children receiving early intervention (birth to age 5) visual language services will demonstrate growth in language acquisition | 0% | 90% | 90% | Percent | Equal to or greater than | State Fiscal Year | Percent of children birth to age 5 demonstrating growth as measured by pre- and post assessment data | Language assessment data | SCSDB Dashboard | Parent/child support | Deaf and hard-of-hearing children age 0-5 | 0100.010000.000; 0504.010000.000; 9500.050000.000 | Maintain |
| 4.2 Deliver technical assistance and training to children and youth with dual-sensory loss (Deafblind) designed to improve communication strategies and access to the general education curriculum | | State Objective: Education, Training, and Human Development | | | | | | | | | | | | |
| 4.2.1 | Provide professional development opportunities to meet the needs of early intervention and school district personnel and families | 65 | 70 | 32 | Count | Equal to or greater than | State Fiscal Year | Total number of workshops and trainings provided | Department records | SCSDB Dashboard | Provides information services and support | Early intervention team members, local school district personnel, families | 0100.010000.000; 0504.010000.000; 9500.050000.000 | Ongoing long-range goal; number of classes offered was negatively impacted by Helene |
| 5.1 Develop and implement a 5-year SC Permanent Improvement Plan aligned with the campus master plan | | State Objective: Maintaining Safety, Integrity and Security | | | | | | | | | | | | |
| 5.1.1 | Complete demolition phase of campus master plan, removing all building that do not require a replacement prior to demolition | 90% | 100% | 90% | Percent complete | Complete | State Fiscal Year | Percent of buildings removed | Department records | Capital Projects records | Safety and security | Students, staff, community | 0100.010000.000; 0600.000000.000; 9500.050000.000 | Delayed demolition until new transportation/storage facility can be constructed |

| Perf. Measure Number | Description | Base | Target | Actual | Value Type | Desired Outcome | Time Applicable | Calculation Method | Data Source | Data Location | Stakeholder Need Satisfied | Primary Stakeholder | State Funded Program Number Responsible | Notes |
|----------------------|---|------|--------|--------|------------------|-----------------|-------------------|--|--------------------|--------------------------|----------------------------|----------------------------|---|--------------------------|
| 5.1.2 | Complete renovation of campus buildings, including roof replacement, as identified by the campus master plan and CPIP | 60% | 100% | 70% | Percent complete | Complete | State Fiscal Year | Percent of renovations completed as assessed by the agency | Department records | Capital Projects records | Safety and security | Students, staff, community | 0100.010000.000; 0600.000000.000; 9500.050000.000 | Ongoing, long-range goal |

FY2026

Strategic Plan Development

as submitted for the Accountability Report by:
H750 - SCHOOL FOR THE DEAF & BLIND

- Goal 1 Enhance recognition and marketing of SCsDB
- Goal 2 Operate a residential campus enhancing students' holistic development
- Goal 3 Provide exceptional educational programming specific to students with sensory loss
- Goal 4 Expand outreach services for individuals who are deaf, blind, or sensory multi-disabled
- Goal 5 Implement campus master plan

| Perf. Measure Number | Description | Base | Target | Value Type | Desired Outcome | Time Applicable | Calculation Method | Data Source | Data Location | Stakeholder Need Satisfied | Primary Stakeholder | State Funded Program Number Responsible | Notes | |
|---|--|------|--------|------------|--------------------------|-------------------|---|--------------------|--|----------------------------|--------------------------|--|--|--|
| 1.1 Utilize online opportunities through social media and agency website | | | | | | | | | | | | | State Objective: Education, Training, and Human Development | |
| 1.1.1 | Increase reach through digital ads, including social media and web platforms | 0% | 25% | Percent | Equal to or greater than | State Fiscal Year | % increase of profiles reached | Department records | Director of Communications and Marketing records | Awareness and engagement | Parent, staff, community | 0100.010000.000 9500.050000.000 | | |
| 1.1.2 | Increase audience engagement and interactions (likes, shares, comments) with social media posts to enhance public awareness of agency and services | 26% | 10% | Percent | Equal to or greater than | State Fiscal Year | % increase of engagement/interactions | Department records | Director of Communications and Marketing records | Awareness and engagement | Parent, staff, community | 0100.010000.000 9500.050000.000 | | |
| 1.2 Increase use of print marketing and publications | | | | | | | | | | | | | State Objective: Education, Training, and Human Development | |
| 1.2.1 | Continue development of parent and community newsletter | 3 | 3 | Count | Equal to or greater than | State Fiscal Year | Number of publications | Department records | Director of Communications and Marketing records | Awareness and engagement | Parent, staff, community | 0100.010000.000 9500.050000.000 | | |
| 1.2.2 | Increase public ads including billboards, mobile advertisements, media (radio/TV) spotlights, social media, and web platforms | 15 | 20 | Count | Equal to or greater than | State Fiscal Year | Number of public ads | Department records | Director of Communications and Marketing records | Awareness and engagement | Parent, staff, community | 0100.010000.000 9500.050000.000 | | |
| 1.3 Develop recruitment plan and materials to reach students who would benefit from SCsDB services | | | | | | | | | | | | | State Objective: Education, Training, and Human Development | |
| 1.3.1 | Increase exposure at professional meetings and conferences by education services and outreach services personnel | 85 | 85 | Count | Equal to or greater than | State Fiscal Year | Number of meetings/conferences attended | Department records | Education Services and Outreach Services records | Awareness and engagement | Parent, staff, community | 0200.150000.000; 0201.10000.000; 0202.050000.000; 0302.000000.000; 0100.010000.000; 0400.000000.000; 0504.010000.000; 9500.050000.000 | | |

| Perf. Measure Number | Description | Base | Target | Value Type | Desired Outcome | Time Applicable | Calculation Method | Data Source | Data Location | Stakeholder Need Satisfied | Primary Stakeholder | State Funded Program Number Responsible | Notes | |
|----------------------|--|------|--------|------------|--------------------------|--------------------------|--|--|--------------------------|--|--------------------------|--|--|--|
| 1.3.2 | Increase potential parent awareness through attendance/exhibits at parent-focused events and conferences | | 34 | 35 | Count | Equal to or greater than | State Fiscal Year | Number of events/conferences attended | Department records | Education Services and Outreach Services records | Awareness and engagement | Parent, staff, community | 0200.150000.000; 0201.10000.000; 0202.050000.000; 0302.000000.000; 0100.010000.000; 0400.000000.000; 0504.010000.000; 9500.050000.000 | |
| 1.3.3 | Increase medical provider awareness of SCSDB services through targeted informational meetings with pediatric-focused specialists (ENT/Audiologists, Ophthalmologists, Pediatricians) | | 3 | 20 | Count | Equal to or greater than | State Fiscal Year | Number of targeted informational meetings | Department records | Coordinator of Recruitment records | Awareness and engagement | Parent, community | 0200.150000.000; 0201.10000.000; 0202.050000.000; 0302.000000.000; 0100.010000.000; 0400.000000.000; 0504.010000.000; 9500.050000.000 | |
| 2.1 | Conduct extracurricular activities for a wide range of ages, interests, and ability levels | | | | | | | State Objective: Education, Training, and Human Development | | | | | | |
| 2.1.1 | Increase student participation on athletic teams, clubs, and organizations, by providing opportunities that support student interests and abilities | 83% | 90% | Percent | Equal to or greater than | State Fiscal Year | Percent of students participating | Attendance reports | Residential Life records | Health and wellness | Students, staff | 0200.150000.000; 0201.10000.000; 0202.050000.000; 0100.010000.000; 0400.000000.000; 0600.000000.000; 9500.050000.000; 9809.260000X000 | | |
| 2.1.2 | Increase extracurricular arts-based programs | 7 | 7 | Count | Maintain range | State Fiscal Year | Number of extracurricular arts programs offered | Department records | Fine Arts records | Social and emotional well-being | Students, staff | 0200.150000.000; 0201.10000.000; 0202.050000.000; 0100.010000.000; 0400.000000.000; 0600.000000.000; 9500.050000.000; 9809.260000X000 | | |
| 3.1 | Increase literacy and technology skills for students and staff | | | | | | | State Objective: Education, Training, and Human Development | | | | | | |
| 3.1.1 | Students in Kindergarten through 5th grade receiving instruction from the SCSDB Reading Interventionist will demonstrate growth related to reading fluency | 70% | 90% | Percent | Equal to or greater than | State Fiscal Year | Percent of K-5th grade students demonstrating growth | Fountas and Pinnell Benchmark Assessments | Education Services data | Academic achievement | Students, staff | 0200.150000.000; 0201.10000.000; 0202.050000.000; 0302.000000.000; 0100.010000.000; 0400.000000.000; 0600.000000.000; 9500.050000.000 | | |
| 3.1.2 | Certified staff will demonstrate increased proficiency with targeted assistive technologies | 84% | 100% | Percent | Equal to or greater than | State Fiscal Year | Percent of staff demonstrating proficiency | Pre- and post-survey data | Education Services data | Academic achievement and accessibility | Students, staff | 0200.150000.000; 0201.10000.000; 0202.050000.000; 0302.000000.000; 0100.010000.000; 0400.000000.000; 0600.000000.000; 9500.050000.000 | | |

| Perf. Measure Number | Description | Base | Target | Value Type | Desired Outcome | Time Applicable | Calculation Method | Data Source | Data Location | Stakeholder Need Satisfied | Primary Stakeholder | State Funded Program Number Responsible | Notes |
|---|---|--|--------|------------|--------------------------|-------------------|---|-------------------------------|-------------------------|---|--|---|-------|
| 3.1.3 | Certified staff will use the Professional Learning Library (PLL) to earn at least 10 hours of professional development and/or certification renewal credits | 23% | 60% | Percent | Equal to or greater than | State Fiscal Year | Percent of certified staff earning 10 hours | PLL reports | Education Services data | Academic achievement | Certified staff, students | 0100.010000.000; 0200.150000.000; 0201.100000.000; 0202.050000.000; 0400.000000.000 | |
| 3.2 Increase social-emotional learning and well-being | | State Objective: Education, Training, and Human Development | | | | | | | | | | | |
| 3.2.1 | Develop and implement a Social Emotional Learning (SEL) program with ongoing training for certified staff | 95% | 100% | Percent | Equal to or greater than | State Fiscal Year | Percent of certified staff participating in Professional Learning Communities focused on SEL | Sign in sheets | Education Services data | Social and emotional well-being | Certified staff, students | 0100.010000.000; 0200.150000.000; 0201.100000.000; 0202.050000.000; 0400.000000.000 | |
| 3.3 Increase college and career readiness skills | | State Objective: Education, Training, and Human Development | | | | | | | | | | | |
| 3.3.1 | School for the Blind and School for the Deaf students will earn a minimum of 3 points towards the tiered industry credential system | 43% | 60% | Percent | Equal to or greater than | State Fiscal Year | Percent of students earning 3 points toward the industry credential system | Education records/transcripts | Education Services data | College and career readiness | High school students | 0200.150000.000; 0201.100000.000; 0202.050000.000; 0302.000000.000; 0100.010000.000; 0400.000000.000; 0600.000000.000; 9500.050000.000 | |
| 4.1 Implement statewide Visual Language Services to meet the language acquisition needs for d/Deaf and Hard-of-Hearing children birth to five years old and support language development and enrichment opportunities for K-12 | | State Objective: Education, Training, and Human Development | | | | | | | | | | | |
| 4.1.1 | Increase the number of ASL classes offered to children and families served through Early Intervention | 30 | 40 | Count | Equal to or greater than | State Fiscal Year | # of ASL classes offered | Department records | SCSDB Dashboard | Parent/child support | Deaf and hard-of-hearing children age 0-5 | 0100.010000.000; 0504.010000.000; 9500.050000.000 | |
| 4.1.2 | Children receiving early intervention (birth to age 5) visual language services will demonstrate growth in language acquisition | 90% | 90% | Percent | Equal to or greater than | State Fiscal Year | Percent of children birth to age 5 demonstrating growth as measured by pre- and post- assessment data | Language assessment data | SCSDB Dashboard | Parent/child support | Deaf and hard-of-hearing children age 0-5 | 0100.010000.000; 0504.010000.000; 9500.050000.000 | |
| 4.2 Deliver technical assistance and training to children and youth with dual-sensory loss (Deafblind) designed to improve communication strategies and access to the general education curriculum | | State Objective: Education, Training, and Human Development | | | | | | | | | | | |
| 4.2.1 | Provide professional development opportunities to meet the needs of early intervention and school district personnel and families | 32 | 70 | Count | Equal to or greater than | State Fiscal Year | Total number of workshops and trainings provided | Department records | SCSDB Dashboard | Provides information services and support | Early intervention team members, local school district personnel, families | 0100.010000.000; 0504.010000.000; 9500.050000.000 | |

| Perf. Measure Number | Description | Base | Target | Value Type | Desired Outcome | Time Applicable | Calculation Method | Data Source | Data Location | Stakeholder Need Satisfied | Primary Stakeholder | State Funded Program Number Responsible | Notes | |
|--|--|------|--------|------------------|-----------------|-------------------|--|--------------------|--------------------------|----------------------------|----------------------------|---|---|--|
| 5.1 Develop and implement a 5-year SC Permanent Improvement Plan aligned with the campus master plan | | | | | | | | | | | | | State Objective: Maintaining Safety, Integrity and Security | |
| 5.1.1 | Complete demolition phase of campus master plan, removing all building that do not require a replacement prior to demolition | 90% | 100% | Percent complete | Complete | State Fiscal Year | Percent of buildings removed | Department records | Capital Projects records | Safety and security | Students, staff, community | 0100.010000.000; 0600.000000.000; 9500.050000.000 | | |
| 5.1.2 | Complete renovation of campus buildings, including roof replacement, as identified by the campus master plan and CPIP | 70% | 100% | Percent complete | Complete | State Fiscal Year | Percent of renovations completed as assessed by the agency | Department records | Capital Projects records | Safety and security | Students, staff, community | 0100.010000.000; 0600.000000.000; 9500.050000.000 | | |

2025

Budget Data

as submitted for the Accountability Report by:
H750 - SCHOOL FOR THE DEAF & BLIND

| State Funded Program No. | State Funded Program Title | Description of State Funded Program | (Actual) General | (Actual) Other | (Actual) Federal | (Actual) Total | (Projected) General | (Projected) Other | (Projected) Federal | (Projected) Total |
|--------------------------|------------------------------|--|------------------|-----------------|------------------|-----------------|---------------------|-------------------|---------------------|-------------------|
| 0100.010000.000 | 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. | \$ 5,138,545.00 | \$ 584,301.00 | \$ 50,000.00 | \$ 5,772,846.00 | \$ 5,250,000.00 | \$ 650,000.00 | \$ 50,000.00 | \$ 5,950,000.00 |
| 0106.050000X000 | S C Assoc For The Blind | Pass through appropriation | \$ 138,256.00 | \$ - | \$ - | \$ 138,256.00 | \$ 138,256.00 | \$ - | \$ - | \$ 138,256.00 |
| 0200.150000.000 | Multihandicapped 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. | \$ 801,393.00 | \$ 568,675.00 | \$ - | \$ 1,370,068.00 | \$ 893,102.00 | \$ 650,000.00 | \$ - | \$ 1,543,102.00 |
| 0201.100000.000 | Blind Education | Specialized instruction and educational services for students who are blind/visually impaired. Educational programming and services are provided through age 21. | \$ 728,074.00 | \$ 863,142.00 | \$ - | \$ 1,591,216.00 | \$ 800,000.00 | \$ 915,000.00 | \$ - | \$ 1,725,000.00 |
| 0202.050000.000 | Deaf Education | Specialized instruction and educational services for students who are deaf/hard of hearing. Educational programming and services are provided through age 21. | \$ 618,275.00 | \$ 1,029,658.00 | \$ - | \$ 1,647,933.00 | \$ 650,000.00 | \$ 1,075,000.00 | \$ - | \$ 1,725,000.00 |
| 0302.000000.000 | Student Support Services | Specifically designed support services for students with sensory disabilities. | \$ 2,111,538.00 | \$ 2,780,508.00 | | \$ 4,892,046.00 | \$ 2,115,000.00 | \$ 3,000,000.00 | \$ - | \$ 5,115,000.00 |
| 0400.000000.000 | Residential Life | Provides students with opportunities to learn essential life skills. | \$ 2,393,125.00 | \$ 210,999.00 | \$ - | \$ 2,604,124.00 | \$ 2,201,723.00 | \$ 475,000.00 | \$ - | \$ 2,676,723.00 |
| 0504.010000.000 | Outreach Services | The provision of services to individuals with sensory disabilities, their families, and the professionals who serve them. | \$ 629,534.00 | \$ 5,756,773.00 | \$ 1,362,486.00 | \$ 7,748,793.00 | \$ 700,000.00 | \$ 5,821,678.00 | \$ 1,685,354.00 | \$ 8,207,032.00 |
| 0600.000000.000 | Physical Support | Responsible for the development, maintenance, housekeeping, and grounds keeping of the 160 acre, 38 building, 162 year-old campus. | \$ 2,948,140.00 | \$ 219,318.00 | \$ - | \$ 3,167,458.00 | \$ 3,000,000.00 | \$ 225,000.00 | \$ - | \$ 3,225,000.00 |
| 9500.050000.000 | State Employer Contributions | Employer paid fringe benefits | \$ 4,142,369.00 | \$ 4,676,352.00 | \$ 317,715.00 | \$ 9,136,436.00 | \$ 4,813,056.00 | \$ 5,400,000.00 | \$ 3,075,000.00 | \$ 13,288,056.00 |

2025

Legal Data

as submitted for the Accountability Report by:

H750 - SCHOOL FOR THE DEAF & BLIND

| Law number | Jurisdiction | Type | Description | Purpose the law serves: | Notes: | Changes made during FY2025 |
|-------------|--------------|---------|--|-------------------------|--|----------------------------|
| § 59-47-10 | State | Statute | Code of Law for Agency/School to provide educational services for children with sensory disabilities | Requires a service | Education for children with sensory disabilities | No Change |
| § 59-47-100 | State | Statute | Code of Law for Agency/School to provide educational services for children with sensory disabilities | Requires a service | Education for children with sensory disabilities | No Change |
| § 59-47-110 | State | Statute | Code of Law for Agency/School to provide educational services for children with sensory disabilities | Requires a service | Education for children with sensory disabilities | No Change |
| § 59-47-120 | State | Statute | Code of Law for Agency/School to provide educational services for children with sensory disabilities | Requires a service | Education for children with sensory disabilities | No Change |
| § 59-47-20 | State | Statute | Code of Law for Agency/School to provide educational services for children with sensory disabilities | Requires a service | Education for children with sensory disabilities | No Change |
| § 59-47-30 | State | Statute | Code of Law for Agency/School to provide educational services for children with sensory disabilities | Requires a service | Education for children with sensory disabilities | No Change |

| Law number | Jurisdiction | Type | Description | Purpose the law serves: | Notes: | Changes made during FY2025 |
|------------|--------------|---------|--|-------------------------|--|----------------------------|
| § 59-47-40 | State | Statute | Code of Law for Agency/School to provide educational services for children with sensory disabilities | Requires a service | Education for children with sensory disabilities | No Change |
| § 59-47-50 | State | Statute | Code of Law for Agency/School to provide educational services for children with sensory disabilities | Requires a service | Education for children with sensory disabilities | No Change |
| § 59-47-60 | State | Statute | Code of Law for Agency/School to provide educational services for children with sensory disabilities | Requires a service | Education for children with sensory disabilities | No Change |
| § 59-47-70 | State | Statute | Code of Law for Agency/School to provide educational services for children with sensory disabilities | Requires a service | Education for children with sensory disabilities | No Change |
| § 59-47-80 | State | Statute | Code of Law for Agency/School to provide educational services for children with sensory disabilities | Requires a service | Education for children with sensory disabilities | No Change |
| § 59-47-90 | State | Statute | Code of Law for Agency/School to provide educational services for children with sensory disabilities | Requires a service | Education for children with sensory disabilities | No Change |
| IDEA | Federal | Statute | This law ensures services to children with disabilities | Requires a service | Education for children with disabilities | No Change |

| Law number | Jurisdiction | Type | Description | Purpose the law serves: | Notes: | Changes made during FY2025 |
|----------------|--------------|---------|---------------------------------|-------------------------|---|----------------------------|
| McKinney-Vento | Federal | Statute | Homeless | Requires a service | Education for homeless students | No Change |
| Perkins IV | Federal | Statute | Career and Technology Education | Requires a service | Career and Technology Education for children | No Change |
| Title 59 Ch 47 | State | Statute | Code of Law for Agency/School | Requires a service | Education for children with sensory disabilities | No Change |
| Title II | Federal | Statute | Highly Qualified Teachers | Requires a service | Professional Development for teachers | No Change |
| Title III | Federal | Statute | ESOL | Requires a service | Education for English as a Second Language students | No Change |

2025

Services Data

as submitted for the Accountability Report by:
H750 - SCHOOL FOR THE DEAF & BLIND

| Description of Service | Description of Direct Customer | Customer Name | Others Impacted by Service | Division or major organizational unit providing the service. | Description of division or major organizational unit providing the service. | Primary negative impact if service not provided. | Changes made to services during FY2025 | Summary of changes to services |
|--|---|--|----------------------------|--|---|---|--|--------------------------------|
| Comprehensive educational programming and services to meet the educational and accessibility needs for children with sensory disabilities. | General Public | Children with sensory disabilities in SC | Families | Educational, Residential, and Related Services | Children with sensory disabilities in South Carolina | Students with sensory disabilities would not be afforded quality educational opportunities specifically designed to meet sensory impairments | No Change | |
| Educational services and support to school districts in South Carolina to meet the educational and accessibility needs for children with sensory disabilities. | School districts across the state of SC serving students with vision impairments | School districts | Students; families | Outreach | Vision Services | School districts would be unable to provide students with vision impairment with the educational opportunities specifically designed to for the blind/visually impaired. | No Change | |
| Educational services and support to school districts in South Carolina to meet the educational and accessibility needs for children with sensory disabilities. | School districts across the state of SC serving students who are deaf/hard of hearing | School districts | Students; families | Outreach | Deaf/Hard of Hearing Services | School districts would be unable to provide students who are deaf/hard of hearing with educational opportunities specifically designed to for the students with hearing loss. | No Change | |
| Educational and community based interpreting | Executive Branch/State Agencies | Executive Branch; state agencies | | Outreach | Interpreting Services | Individuals with hearing loss would not be afforded appropriate access as required by ADA | No Change | |
| Educational and community based interpreting | Judicial Branch | Judicial branch | | Outreach | Interpreting Services | Individuals with hearing loss would not be afforded appropriate access as required by ADA | No Change | |
| Educational and community based interpreting | Local Governments | Local Governments | | Outreach | Interpreting Services | Individuals with hearing loss would not be afforded appropriate access as required by ADA | No Change | |
| Educational and community based interpreting | Industry | Industry | | Outreach | Interpreting Services | Individuals with hearing loss would not be afforded appropriate access as required by ADA | No Change | |

| Description of Service | Description of Direct Customer | Customer Name | Others Impacted by Service | Division or major organizational unit providing the service. | Description of division or major organizational unit providing the service. | Primary negative impact if service not provided. | Changes made to services during FY2025 | Summary of changes to services |
|---|--|---|----------------------------|--|---|---|--|--------------------------------|
| Educational and community based interpreting | Professional Organization | Professional Organization | | Outreach | Interpreting Services | Individuals with hearing loss would not be afforded appropriate access as required by ADA | No Change | |
| Educational and community based interpreting | Private/Public Entities in South Carolina requesting interpreting services | General Public | | Outreach | Interpreting Services | Individuals with hearing loss would not be afforded appropriate access | No Change | |
| Large Print and Braille Materials | School districts across the state of SC serving students with vision impairments | School districts | Students; families | Outreach | Children with sensory disabilities across South Carolina | Students with vision loss would not be afforded accessible instructional materials | No Change | |
| Early Intervention Services for children with sensory disabilities and their families | DHHS and BabyNet | Children birth to age 5 with sensory loss | families | Outreach | Early Intervention Services | Children birth to age 5 with sensory loss would not be afforded specialized intervention services to support hearing and/or vision loss | No Change | |
| Statewide Deaf/Hard of Hearing Consultant for the SC Department of Education | SCDOE | Executive Branch; state agencies | | Outreach | Statewide Deaf/Hard of Hearing Consultant | Individuals with hearing loss would not be afforded appropriate accessibility/supports | No Change | |
| Statewide Vision Consultant for the SC Department of Education | SCDOE | Executive Branch; state agencies | | Outreach | Statewide Vision Consultant | Individuals with vision loss would not be afforded appropriate accessibility/supports | No Change | |
| Preschool program for children with sensory disabilities in Spartanburg County | Spartanburg County First Steps | General Public | | Outreach | Kelly's Kids | Children birth to age 3 with sensory loss would not be afforded specialized intervention services to support hearing and/or vision loss | No Change | |

2025

Partnerships Data

as submitted for the Accountability Report by:
H750 - SCHOOL FOR THE DEAF & BLIND

| Type of Partner Entity | Name of Partner Entity | Description of Partnership | Change to the partnership during the past fiscal year |
|--------------------------|--------------------------------------|--|---|
| Professional Association | Cognia | Accreditation | No Change |
| Local Government | Local Law Enforcement | SROs | No Change |
| State Government | SC Commission for the Blind | Workplace training for future transition | No Change |
| State Government | SC Department of Corrections | Braille Production Center-Leath Correction Facility | No Change |
| State Government | SC Department of Education | Educational Programs | No Change |
| K-12 Education Institute | SC School Districts | Provide specialized instructional services for children with sensory impairments | No Change |
| State Government | SC Vocational Rehabilitation | Workplace training for future transition | No Change |
| Professional Association | SCASA | Educational Professional Development | No Change |
| State Government | SCDDSN | Service provider for EI services for children with disabilities | No Change |
| State Government | SCDHHS/Baby Net | Early Intervention services for children ages 0 - 3 | No Change |
| K-12 Education Institute | Spartanburg School Districts 6 and 7 | Spartanburg School Districts 6 and 7 | No Change |

| Type of Partner Entity | Name of Partner Entity | Description of Partnership | Change to the partnership during the past fiscal year |
|-----------------------------|------------------------------------|--|---|
| Higher Education Institute | USC Upstate | Training in the Universal Braille Code | No Change |
| Non-Government Organization | Arts in Basic Curriculum Institute | Fine Arts Grant and state-wide teacher partnership | No Change |

2025

Reports Data

as submitted for the Accountability Report by:

H750 - SCHOOL FOR THE DEAF & BLIND

| Report Name | Law Number (if applicable) | Summary of information requested in the report | Date of most recent submission DURING the past fiscal year | Reporting Frequency | Type of entity/entities | Method to access the report | Direct access hyperlink or agency contact (if not provided to LSA for posting online) | Changes to this report during the past fiscal year | Explanation why a report wasn't submitted |
|---------------------------------|--|--|--|---------------------|---|--|---|--|---|
| Agency Accountability Report | §1-1-810 | The report "must contain the agency's or department's mission, objectives to accomplish the mission, and performance measures that show the degree to which objectives are being met." Agencies must "identify key program area descriptions and expenditures and link these to key financial and performance results measures." | September 2024 | Annually | Governor or Lt. Governor AND Legislative entity or entities | Provided to LSA for posting online | Provided to LSA for posting online | No Change | |
| Agency Technology Plan | SC H4100, Part 1B, Proviso 1.70 | To provide 5 year technology plan/Support for Erate | 44531 | Annually | South Carolina state agency or agencies | Available on another website | Trad Robinson trobinson@scsdb.org | No Change | |
| Annual Budget Submission | SC H4100, Part 1B, Proviso 117.1 | To provide budget request annually to the EBO | September 2024 | Annually | South Carolina state agency or agencies | Available on another website | https://admin.sc.gov/sites/default/files/budget/FY23%20H750%20-%20School%20for%20The%20Deaf%20and%20The%20Blind%20REVISED%2012.8.21.pdf | No Change | |
| CAFR | | Provides a consolidated annual finance report | October 2024 | Annually | South Carolina state agency or agencies | Available on another website | https://cg.sc.gov/financial-reports/annual-comprehensive-financial-reports-acfrs | No Change | |
| Child Counts Data Reports | Title 1, Part A, Subsection 618 of IDEA | Provides data analysis for School Profile Reports | November 2024 | Annually | South Carolina state agency or agencies | Electronic copy available upon request | Tiffany Hopkins thopkins@scsdb.org | No Change | |
| Civil Rights Data Collection | CFR § 100.6(b); 34 CFR § 106.71; 34 CFR § 104.61 | Ensures OCR compliance | March 2025 | Every 2 years | Entity within federal government | Available on another website | https://ocrdata.ed.gov/ | No Change | |
| CPIP | §2-47-45 | Provides a long range facilities plan for agency capital improvement projects | August 2025 | Annually | South Carolina state agency or agencies | Available on another website | https://www.admin.sc.gov/sites/default/files/budget/2021%20Comprehensive%20Permanent%20Improvement%20Plan%20-%20Statewide%20-%20Summary.pdf | No Change | |
| Drop Out/Tuancy Data Collection | Reg. 43-247 | Provides agency with summary information on student truancy and drop outs | October 2024 | Annually | South Carolina state agency or agencies | Electronic copy available upon request | Debi Carden dcarden@scsdb.org | No Change | |
| EEO Report to General Assembly | | To provide updated EEO information about agency | October 2024 | Annually | South Carolina state agency or agencies | Provided to LSA for posting online | https://scstatehouse.gov/reports/HumanAffairsComm/SCHAC%20Report%20to%20the%20General%20Assembly%202022.pdf | No Change | |

| Report Name | Law Number (if applicable) | Summary of information requested in the report | Date of most recent submission DURING the past fiscal year | Reporting Frequency | Type of entity/entities | Method to access the report | Direct access hyperlink or agency contact (if not provided to LSA for posting online) | Changes to this report during the past fiscal year | Explanation why a report wasn't submitted |
|---|----------------------------|--|--|---------------------|---|--|---|--|--|
| Fees and Fines Report | §59-47-100 | Agency report of all aggregate amounts of fines and fees that were charged and collected by the agency in the previous fiscal year | September 2024 | Annually | South Carolina state agency or agencies | Available on another website | https://www.scsdb.org/about-us/reports-plans-publications/fines-and-fees-report | No Change | |
| Fine Arts Strategic Plan | | Fine Arts Strategic Planning | June 2025 | Annually | South Carolina state agency or agencies | Available on agency's website | https://www.grantinterface.com/Home/Logon?urlkey=scarts | No Change | |
| HR Audit Report | | Annual agency HR Audit | April 2025 | Every Two years | South Carolina state agency or agencies | Electronic copy available upon request | Monique Mosley mmosley@scsdb.org | No Change | |
| Minority Utilization Plan | | To provide update on agencies use of minority businesses | November 2024 | Quarterly | South Carolina state agency or agencies | Available on another website | https://osmba.sc.gov/about.html | No Change | |
| OSEP District Profiles | IDEA, Section 616© | Special Education Data | January 2025 | Annually | South Carolina state agency or agencies | Available on another website | https://ed.sc.gov/districts-schools/special-education-services/data-and-technology-dt/data-collection-and-reporting/district-lea-profiles/fly-2019/ | No Change | |
| Perkins Plan | PL 115-224 | Agency Accountability Report for Perkins Funding | September 2024 | Annually | South Carolina state agency or agencies | Available on another website | https://app.powerbi.com/view?r=eyJrjoiODY2ZDIwMGUtYzlwNy00MzhmLThkOGYtYjFhYjgwODJmMWYyY2liidCI6IjI3MDRlMmMlLTl5ZjUtNGY3ZS1iOTFjLWJkNTZmMDY4NTk5NSIsImMiOiJ9 | No Change | |
| SCDOE PowerSchool Data Collection Reports | | Provides agency with school data collection reporting | June 2025 | Annually | South Carolina state agency or agencies | Electronic copy available upon request | Debi Carden dcarden@scsdb.org | No Change | |
| School Strategic and Renewal Plan | | Provides agency with 5 year strategic plan for campus based school program | April 2025 | Annually | South Carolina state agency or agencies | Available on another website | https://appportal.ed.sc.gov/fs-w-68747470733a2f2f617070312e65642e73632e676f76\$\$/apps/StrategicRenewal/index.cfm?event=general.index | No Change | |
| State Auditor's Annual Audit | | Annual financial audit by accountants. | June 2025 | Annually | South Carolina state agency or agencies | Available on another website | https://osa.sc.gov/wp-content/uploads/2021/10/School-for-the-Deaf-and-the-Blind-H75-Final.pdf | No Change | |
| State Report Card | | Provides agency annual report on school performance based upon EOC established standards | September 2024 | Annually | South Carolina state agency or agencies | Available on another website | https://screportcards.com/explore-districts/ | No Change | Per the SC Department of Education, SCsDB follows the same report card criteria as local school districts rather than a separate report card; however, due to our small sample size, many data points do not apply |

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

2025
Accountability Report

SUBMISSION FORM

I have reviewed and approved the data submitted by the agency in the following templates:

- Data Template
 - Reorganization and Compliance
 - FY2025 Strategic Plan Results
 - FY2026 Strategic Plan Development
 - Legal
 - Services
 - Partnerships
 - Report or Review
 - Budget
- Discussion Template
- Organizational Template

I have reviewed and approved the financial report summarizing the agency’s budget and actual expenditures, as entered by the agency into the South Carolina Enterprise Information System.

The information submitted is complete and accurate to the extent of my knowledge.

| | | |
|--|--------------------------|--|
| AGENCY DIRECTOR <i>(SIGN AND DATE):</i> (TYPE/PRINT NAME): | SIGNATURE ON FILE | Signature Received: 09/11/2025 |
| | Jolene L. Madison | |

| | | |
|---|--------------------------|--|
| BOARD/CMSN CHAIR <i>(SIGN AND DATE):</i> (TYPE/PRINT NAME): | SIGNATURE ON FILE | Signature Received: 09/11/2025 |
| | Andrew P. Dobson | |