

**Legislative Oversight Committee**  
South Carolina House of Representatives  
Post Office Box 11867  
Columbia, South Carolina 29211  
Telephone: (803) 212-6810 • Fax: (803) 212-6811



# **Restructuring & Seven-Year Plan Report Guidelines**

February 27, 2015

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# COMMITTEE INFORMATION

## *Committee Information*

### **House Legislative Oversight Committee**

Post Office Box 11867

Columbia, South Carolina 29211

**Telephone**           803-212-6810

**Fax**                   803-212-6811

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

<http://www.scstatehouse.gov/citizens.php> (Click on the link for "*House Legislative Oversight Committee Postings and Reports*.")

# OVERVIEW: RESTRUCTURING & SEVEN-YEAR PLAN

## *Background*

Pursuant to Section 1-30-10(G)(1), state department and agency governing authorities must submit the following to the Governor and General Assembly:

- “reports giving detailed and comprehensive recommendations for the purposes of merging or eliminating duplicative or unnecessary divisions, programs, or personnel within each department to provide a more efficient administration of government services.” (Annual Restructuring Report, Restructuring Report or ARR)

Pursuant to Section 1-30-10(G)(2), state department and agency governing authorities must submit the following to the Governor and General Assembly:

- “a seven-year plan that provides initiatives and/or planned actions that implement cost savings and increased efficiencies of services and responsibilities within the projected seven-year period.” (Seven-Year Plan)

These questions and instructions are provided for the purposes of fulfilling the agency’s requirement to the House Legislative Oversight Committee under these statutes. **Please note the agency’s response will be published on the General Assembly’s website.**

In completing these documents, having a copy of the Fiscal Year 2012-13 Accountability Report and Fiscal Year 2013-14 Accountability Report the agency submitted to the Executive Budget Office will be helpful.

## *Submission Process*

Please complete the information and answer the questions included on the following pages. Please note at the end there is a request to complete an Excel document with the name of all personnel at the agency who were consulted or performed work to obtain the information utilized when answering the questions in these reports, their title and their specific role in answering the question (i.e., searched the agency documents, asked for information because they are in charge of the department, etc.). Therefore, for efficiency purposes, the agency may want to keep track of this information while answering the questions instead of waiting until the end.

All forms should be submitted electronically by **March 31, 2015**, to the House Legislative Oversight Committee ([HCommLegOv@schose.gov](mailto:HCommLegOv@schose.gov)) in both the original format (Word and Excel) and saved as a PDF for online reporting. The signed copy of the Submission Form with a hard copy of the forms and attachments should be mailed to: House Legislative Oversight Committee, Post Office Box 11867, Columbia, South Carolina 29211. Please direct

any questions about this process to Jennifer Dobson ([jenniferdobson@schouse.gov](mailto:jenniferdobson@schouse.gov)) or Charles Appleby ([charlesappleby@schouse.gov](mailto:charlesappleby@schouse.gov)).

# OVERVIEW: RESTRUCTURING & SEVEN-YEAR PLAN

## *Efforts to Avoid Duplication*

Please note at the end of each page in this report, the Committee includes the following:

Does the agency already provide the information requested on this page, or similar information, in a report required by a legislative entity? If yes, add the appropriate information to the <b>Similar Information Requested Chart</b> . If the agency look in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, “Similar Info Requested.”
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In the Excel document attached, there is a template to complete any questions which ask for the same information under the tab labeled, “Similar Information Requested.” The Committee asks this at the end of every page because if the questions on that page seek information similar to information sought in another report to a legislative entity, we want to know so we may communicate with the legislative entity who requires the other report and determine the most efficient way to avoid duplication in the future.

In addition, notice that one section of this report requests the agency list all other reports it has to submit. The Committee is seeking this information to analyze and determine whether there are any recommendations the Committee may make, in collaboration with the other entities which require reports, in an effort to minimize the burden of all the reporting requirements on the agency while still ensuring all appropriate information is provided.

## *Looking Ahead*

The Restructuring Report, Seven-Year Plan and Oversight Study process are new for 2015. Each year the Committee will review information sought from agencies, the methods through which it is sought and any feedback received from agencies. Through this review, it is the Committee’s goal to continually improve its processes and obtain greater effectiveness and efficiency for agencies and the Committee through revisions and updates both in the information it receives and way in which it is collected. The Committee looks forward to working with agencies to provide the most effective and efficient state government for the people of South Carolina.

# RESTRUCTURING & SEVEN-YEAR PLAN

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

Date of Submission: *March 31, 2015*

Please provide the following for this year's Restructuring and Seven-Year Plan Report.

	Name	Date of Hire	Email
<b>Agency Director</b>	Page B. McCraw, PhD	October, 2015	pmccraw@scsdb.org
<b>Previous Agency Director</b>	Margaret Park	August 2, 2009	Left agency August 8, 2014

	Name	Phone	Email
<b>Primary Contact:</b>	Page B. McCraw, PhD	864-577-7500	pmccraw@scsdb.org
<b>Secondary Contact:</b>	Scott Ramsey	864-577-7522	sramsey@scsdb.org

Is the agency vested with revenue bonding authority? (re: Section 2-2-60(E))	No
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I have reviewed and approved the enclosed 2015 Restructuring and Seven-Year Plan Report, which are complete and accurate to the extent of my knowledge.

**Current Agency Director**  
(Sign/Date):



(Type/Print Name):

Page B. McCraw, PhD  
Interim President

**If applicable, Board/Commission Chair**  
(Sign/Date):



(Type/Print Name):

Mr. Robert Dobson  
Board of Commission, Chair

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# EXECUTIVE SUMMARY

## I. Executive Summary

### A. Historical Perspective

Founded in 1849, the South Carolina School for the Deaf and the Blind (SCSDB) was established to provide specialized educational programming to a small number of students with hearing disabilities. Services for the visually impaired were later added, and SCSDB became a state school in 1856, and today, SCSDB serves students with sensory impairments to include deaf/hard of hearing, blind/visual impairment, and sensory multi-disabled. SCSDB provides educational programming and services to students with sensory disabilities in South Carolina in order to assist these students to realize their maximum potential through high quality educational programs, outreach services, and partnerships. As the statewide provider of services for children with sensory impairments, SCSDB is comprised of the campus educational/residential program as well as the Division of Outreach Services that provides hearing and vision services for children across the State of South Carolina. During the past ten years, the purpose and mission of SCSDB has remained the same with the mission of SCSDB continuing to ensure that the individuals we serve realize maximum success through high quality educational programs, outreach services, and partnerships. However, during the past ten year period, as a result of budget cuts and economic declines, SCSDB experienced decreases in the agency budget that required reductions in staffing and the elimination of services to include the closing of four Outreach Centers across the State of South Carolina. In 2009, SCSDB closed the Rock Hill Outreach Center. In 2010, SCSDB closed the Florence Outreach Center, the Conway Outreach Center, and the Charleston Outreach Center. Since 2010, SCSDB has realized challenges as a result of closing these centers. At this time, SCSDB continues to work to provide needed services in spite of reductions and eliminations. Currently, the main campus in Spartanburg and the Outreach office in Columbia are the two agency locations for statewide services. SCSDB is currently working to open a coastal location in Charleston that will afford a place for coastal area staff to work and a record location to reduce travel time and cost for these staff members and meet record storage requirements under IDEA and Medicaid. The reopening of the Charleston location will provide three strategic locations for services in South Carolina to ensure SCSDB is better able to provide services statewide. Although SCSDB closed a total of four Outreach locations during the past ten year period, this additional location will now allow for three locations in South Carolina that align with the areas of greatest need. Service need numbers indicate the greatest concentration of students with sensory impairments in the Upstate, the Midlands, and the Coastal Region. (See Historical Perspective Chart - Page A2)

## B. Purpose, Mission and Vision

The South Carolina School for the Deaf and the Blind (SCSDB) is the statewide provider of services for students with sensory impairments in South Carolina. The mission of SCSDB is to ensure that the individuals we serve realize maximum success through high quality educational programs, outreach services, and partnerships. The vision of SCSDB is to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled. The agency campus programs include the School for the Blind, the School for the Deaf, Cedar Springs Academy (School for the Sensory Multi-Disabled), and the Applied Academic Center (Career and Technology Education Programs). The SCSDB campus program is a residential school providing educational day programs and residential programs along with related services, medical services, statewide transportation, fine arts, athletic programs, and other support programs/services. Additionally, SCSDB Outreach is the statewide provider of vision and hearing services to children across South Carolina which includes the contracting of vision and hearing teachers/services to all school districts, the production of all braille and large print materials for students in South Carolina, statewide interpreting services, and assistive technology services. SCSDB partners with the South Carolina Department of Education to provide the state vision consultant and the state hearing consultant. SCSDB also partners with the South Carolina Department of Education and the South Carolina Department of Corrections (Leath Correctional Institution) to provide braille and large print materials for children in South Carolina. SCSDB also partners with First Steps to provide home visitation and care coordination through Early Intervention Services to children ages 0 to 3 with sensory impairments in South Carolina. Additionally, SCSDB Outreach Services is the lead agency for the federal Deaf-Blind Project. (See Purpose/Mission/Vision Chart – Page A3)

## C. Key Performance Measure Results

SCSDB provides educational programming and services to students with sensory disabilities in South Carolina in order to assist these students to realize their maximum potential through high quality educational programs, outreach services, and partnerships. In order to *Embrace the Possibilities* for every child, strategic planning is an important part of continuous improvement at SCSDB. In addition to the agency annual strategic plan, SCSDB also strategically plans through CEASD accreditation, AdvancED/SACS accreditation, and the South Carolina Department of Education five year school renewal strategic plan. For SCSDB, the agency strategic plan goals embody the critical areas in which SCSDB has identified for focus in order to accomplish the mission and vision of the agency.

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."



As a result of analysis of performance measure results during the strategic planning process, SCSDB has identified the following goal areas for the 2014-2015 strategic plan:

**Goal 1: Improve the availability of professional growth experiences for staff members.**

SCSDB continues to note a lack of satisfaction in professional development among staff members from survey data. Developing a comprehensive professional development plan will afford SCSDB the opportunity to prioritize needs for each division/department and work to provide such professional development as funds are available.

**Goal 2: Improve student achievement through developing and maintaining environments conducive to learning.** The 2013-2014 school year will be a readiness year for SCSDB as the school works to implement Positive Behavioral and Intervention Support (PBIS).

**Goal 3: Develop a comprehensive student recruitment and retention plan.** Upon completion of the related student recruitment goal for 2013-2014, SCSDB finds that additional work is needed in the area of student recruitment and retention.

**Goal 4: Improve the effective use of technology.** During the 2013-2014, SCSDB began the implementation of one to one technology and the integration of instructional technology. Infrastructure and the initial rollout began in the 2013-2014 school year with an additional implementation year for 2014-2015.

**Goal 5: Improve home/school relations.** SCSDB has identified a need for a protocol to improve home school relations, particularly as to how it relates to communication between school and home.

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the [Similar Information Requested Chart](#). If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

# ORGANIZATIONAL PROFILE

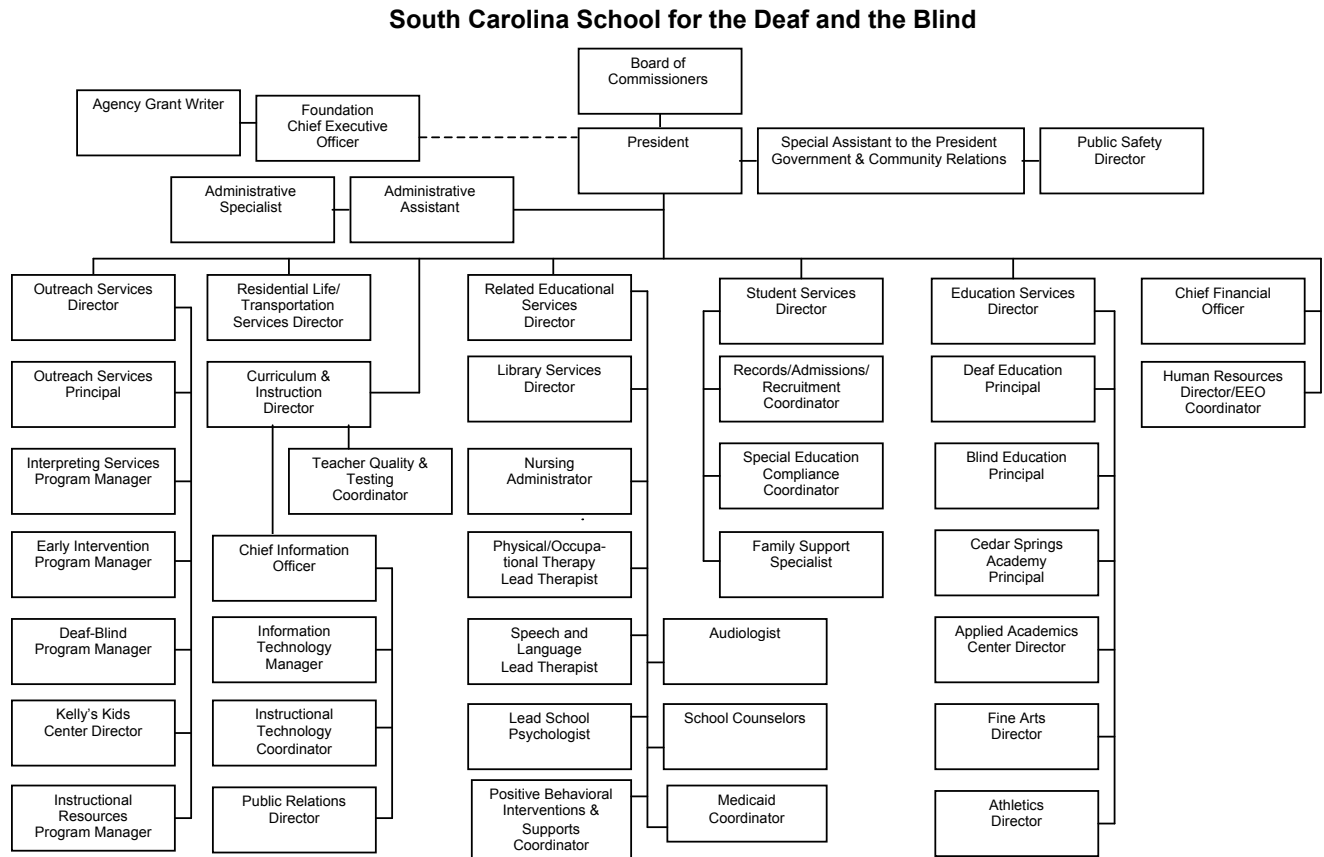
## *II. Organizational Profile*

This section asks for a fact based description of the agency. Please provide information in the stated Excel template. If an Excel template is not referenced, provide the information in bullet style.

1. The agency's main deliverables (i.e., products or services) and the primary methods by which these are provided are noted in the Key Deliverables Chart. (See Key Deliverables Chart – Pages A4-A7)
2. The agency's key customers and their requirements and expectations is noted in the Key Customers Chart. (See Key Customers Chart – Page A8)
3. The agency's key stakeholders are noted in the Key Stakeholders Chart. (See Key Stakeholders Chart – Page A9, A10)
4. The other state agencies that have the biggest impact on the success of SCSDB's in accomplishing the agency's mission are documented in the Key Partner Agency Chart. (See Key Partner Agency Chart – Page A11-A13)
5. The agency's performance improvement system(s); In order to “Embrace the Possibilities” for every child, strategic planning is an important part of continuous improvement at SCSDB. In addition to the agency annual strategic plan, SCSDB also strategically plans through CEASD accreditation, AdvancED/SACS accreditation, and the South Carolina Department of Education School Renewal Strategic Plan. For SCSDB, the agency strategic plan goals embody the critical areas in which SCSDB provides focus in order to accomplish the mission and vision of the agency.

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, “Similar Info Requested.”

6. SCSDB Organizational Chart is provided below:



7. The Overseeing Body Chart provides details about the body to whom the Agency Head reports. The agency head of SCSDB is the president of the agency. (See Overseeing Body Chart – Page A14, A15).

8. The Major Program areas are noted in the Major Program Areas Chart. (See Major Program Areas Chart – Page A17, A18)

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

9. SCSDB anticipates that the following emerging issues will impact the operations of the agency in the upcoming five years.
- a. Construction Projects
  - b. The need to serve 4-5 years old children through early intervention services
  - c. Aging facilities
  - d. Coastal Location-Additional Services/Programs
  - e. New Assessments/Accountability System/Accessibility

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

# ORGANIZATIONAL PROFILE

### *III. Laws (Statutes, Regulations, Provisos)*

This section asks for state and federal statutes, regulations and provisos (“Laws”) which apply to the agency.

1. Please complete the Legal Standards Chart. In the Excel document attached, there is a template to complete under the tab labeled, “Legal Standards.” In this Chart, please list all state and federal statutes, regulations and provisos that apply to the agency (“Laws”). The other specifics are included in the template. N/A

### *IV. Reports and Reviews*

This section asks for information about reports the agency is required to submit to a legislative entity and the agency’s internal review process.

1. Please complete the Agency Reporting Requirements Chart. In the Excel document attached, there is a template to complete under the tab labeled, “Agency Reporting Requirements.” In this Chart, please list all reports, if any, the agency is required to make to a legislative entity. The specifics as to each report are included in the template. (See Agency Reporting Requirements Chart – Page A20)
2. Please complete the Internal Audit Chart. In the Excel document attached, there is a template to complete under the tab labeled, “Internal Audits.” (See Internal Audit Chart – Page A21)

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, “Similar Info Requested.”

# RESTRUCTURING REPORT

## V. Key Performance Measurement Processes

This category examines the agency's performance and improvement in key areas. Performance levels are examined relative to those of competitors and other organizations providing similar programs and services. Information is typically displayed by the use of performance measures. Quantitative measures may be supplemented by a discussion of qualitative measures where appropriate; however, every effort should be made to use appropriate quantitative measures that can be charted to show trends and comparisons to benchmarks.

Address only top-level results showing aggregate measures of agency-wide performance that are reflective of the value added to customers. Please include comparative data as applicable. These results are typically captured in performance goals and planning documents. When determining which processes are "key processes" consider the business impacts, and select those processes that are most important to the customer (both internal and external) to satisfy their requirements and/or those processes with problem areas identified by management.

Note: Results information (i.e., each chart, graph, table) reported for this category should be referenced to the specific question number (Ex. Chart 5.1-1, Graph 5.1-2, Table 5.1-3). The third digit identifies the sequential position of the specific chart, graph or table included in the agency's responses to each questions.

**For each performance measurement included in response to the questions on the next page under Subsection A, please provide the following information:**

- a. The performance goal(s)/benchmark(s) for the overall process output, and/or critical activities that produce the output.
  - i. Three agency/government entities in other states or non-government entities the agency considers the best in the country in this process or similar process and why.
  - ii. If the agency did not use results from an entity the agency listed in response to "i" as a performance goal/benchmark, why not and why did the agency choose the goal/benchmark it did?
  - iii. Individual(s) who are not employed by the agency (government or non-government, located anywhere in the country) whom the agency considers an expert in the process or similar process and their contact information, or if deceased, name of books authored.
- b. List the senior leaders who review the performance measure, their title and frequency with which they monitor it.
- c. Trends the agency has seen and the method by which it analyzes trends in these results.
- d. Whether the agency has reasonable control over this result (i.e., more than 50% or enough to be able to influence and accurately measure the result).
  - i. If the agency does not have reasonable control over this result, the other one or more agencies, who when combined with the agency, together have reasonable control over the result and names of those other agencies.

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

# RESTRUCTURING REPORT

## V. Key Performance Measurement Processes (cont.)

### A. Results of Agency's Key Performance Measurements

#### Mission Effectiveness

1. What are the agency's actual performance levels for two to four of the agency's key performance measurements for mission effectiveness (i.e., a process characteristic indicating the degree to which the process output (work product) conforms to statutory requirements (i.e., is the agency doing the right things?))?

For SCADB, the agency strategic plan goals embody the critical areas in which SCADB has identified for focus in order to accomplish the mission and vision of the agency. When considering the mission effectiveness, the following two goal areas give insight into the agency's focus for continuous improvement:

#### **Improve student performance in English Language Arts (Goal 1) Develop a Campus Wide Focus on Literacy (Objective 1)**

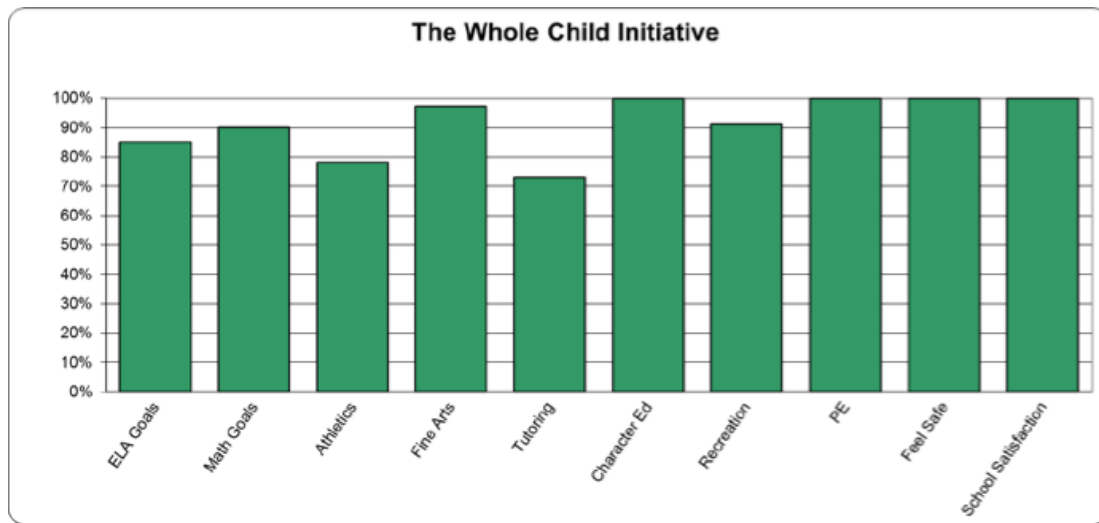
This goal focused on the need to improve student achievement in English Language Arts. One major area was to develop a campus wide literacy program around the theme of *Read for Your Life*. Professional development was provided to staff and additional reading resources and materials were secured for classrooms as well as residential areas. Professional development was provided to promote literacy as well as a book study that was conducted on the effects of poverty on student performance. SCADB partnered with the local United Way to provide a poverty simulation activity for staff. SCADB also partnered with the Lion's Club to provide volunteer readers for students and books. Additionally, through the Walker Foundation, students were provided a backpack of items that included a book for each child. Other objectives included evaluating the need for a literacy coach and investigating early literacy assessments. These objectives have assisted SCADB to be prepared to implement steps to meet requirements of the new Read to Succeed legislation. SCADB has partnered with the South Carolina Department of Education to participate in professional development activities and the summer reading book program for third grade students. Student activities under the campus wide literacy theme of *Read for Your Life* included the use of Accelerated Reader, a student reading incentive program, an International Festival, a book swap, a reading fair, a Ginger Bread Celebration, a Story Telling Festival, a Dr. Seuss Birthday Party, and a Summer Reading Book Program.

The second strategy for Goal 1 allowed SCADB to make improvements in the school's master schedule to ensure students received necessary related services and did not lose the much needed instructional time in the classroom. During 2013-2014, SCADB conducted 106

occupational therapy evaluations, 133 physical therapy evaluations, 234 speech evaluations, 45 audiology evaluations, and 36 educational psychology evaluations. The vast needs of the students served at SCSDB demands strategic scheduling in order to insure students receive services without disruption to the educational day. This objective included action steps for leadership training for principals, a focus on classroom observations, and the development of an online classroom observation tool for principal use beginning in 2014-2015.

In reviewing student achievement for 2013-2014, it is important to note that SCSDB adopted the Whole Child Initiative in 2008 to track student performance in those areas central to student preparation for life-long success. The program promotes the belief that students must be healthy, safe, actively engaged, supported, and academically challenged in order to learn. For students with sensory impairments, a need exists to be constantly mindful of the schools mission to ensure the individuals we serve realize maximum success that encompasses the whole child.

**Graph 5.1-1 The Whole Child Initiative**

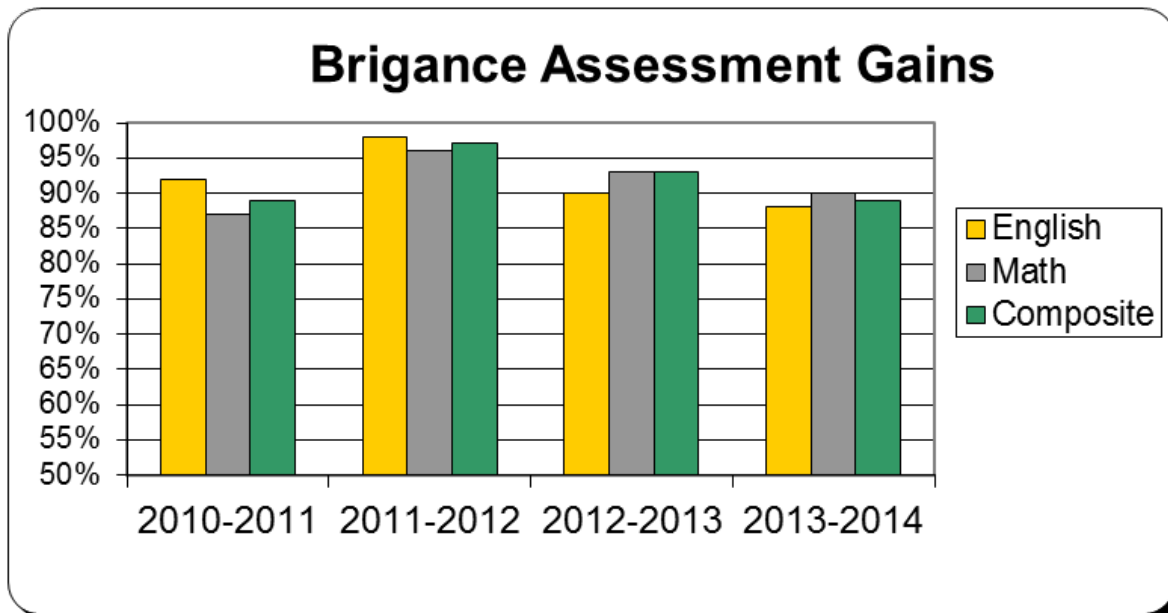


The Brigance assessment is a test used to determine current academic skill levels for students. Teachers use the data to identify academic deficiencies and chart an effective education program. This assessment is also used for SCSDB’s state report card. Brigance results for this past year show an overall performance of 88% in English and 90% in math. The overall performance for all SCSDB students was 89%.

**Graph 5.1-2 Brigance Assessment Gains**

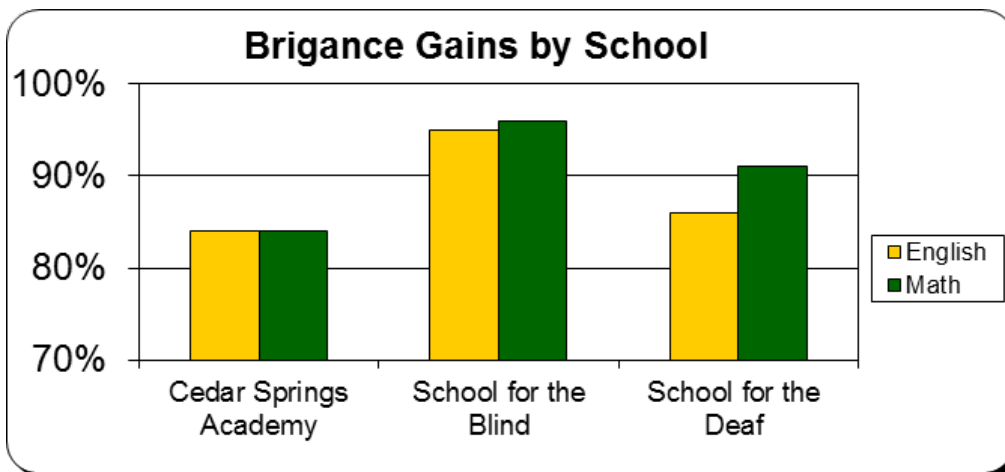
Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, “Similar Info Requested.”





A breakdown of this information by school was very helpful to ensuring continued improvement. At CSA, English and math performance were both at 84%. CSA is the multi-handicapped school where student ability levels and needs place them in a non-graded program. In the School for the Blind, English performance was 95% while math performance was 96%.

**Graph 5.1-3 Brigrance Gains by School**



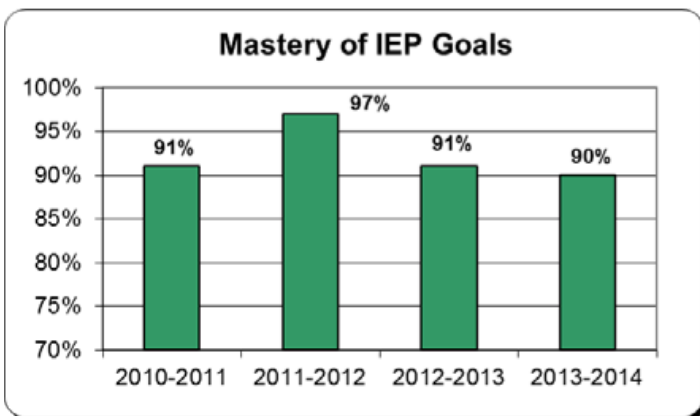
Performance at the school for the Blind continues to improve demonstrating an impact from program efforts. In the School for the Deaf, English performance was 86% and math performance was 91%. English performance in the School for the Deaf continues to be an area for needed improvement. SCSDB recognizes that these students must first develop a communication system in order to grow academically. Thus, it is not uncommon for the reading level of deaf and hard of hearing children to lag behind those of their counterparts. In order to

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gain increased knowledge of instructional strategies for these students uniting ASL and the English language, SCSSDB has participated in several research studies, one of which is a nationwide study that is seeking to gain an increased understanding of early literacy skills and the most effective programs for students that are deaf or hard of hearing. For FY14-15, SCSSDB will continue to focus on making data-driven decisions to positively impact student performance. SCSSDB is also embracing the components of the Read to Succeed legislation as applicable to our student population. One key component from this goal is that SCSSDB will hire literacy coaching staff to work with our teachers and students for the 2014-2015 school. Additionally, SCSSDB will need to continue to give consideration to the value of Brigance Assessments in the future. Currently, Brigance is the assessment measure for SCSSDB students through state accountability as reported on the school report card. For the past two years, SCSSDB curriculum has been aligned to new state standards and instruction is now focused on state standards. Thus, the possibility exists that the decline in overall Brigance performance over the past two years may be a result non-alignment of the Brigance assessment to the new standards. SCSSDB will continue to monitor the effectiveness of Brigance to provide valid results and expects that changes could be forthcoming with the future changes in state standards and the state assessment system.

Individual Education Plan (IEP) goals are a critical part of each special education student’s learning program. Mastery of the IEP goals allows for meaningful progress toward each child’s special learning needs. Data from FY13-14 indicated a slight drop in performance from 91% to 90%.

**Graph 5.1-4 Mastery of IEP Goals**

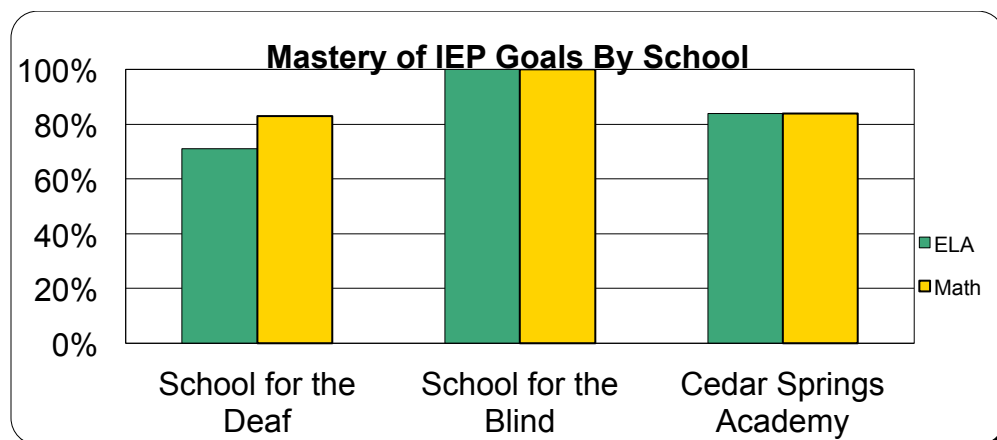


Further breakdown of this data was calculated to determine areas for future focus based upon student performance in ELA and math. The School for the Blind realized success with 100% of student meeting IEP goals in both ELA and math. For two consecutive years, the School for the Blind has shown success with a high level of performance. For the School for the multi-handicap, Cedar Springs Academy, both ELA and math performance were at 84%. For the School for Deaf, ELA performance was 71% and math performance was 83%. For the School for the Deaf, although math performance remained the same, there was a 6 % decrease in English

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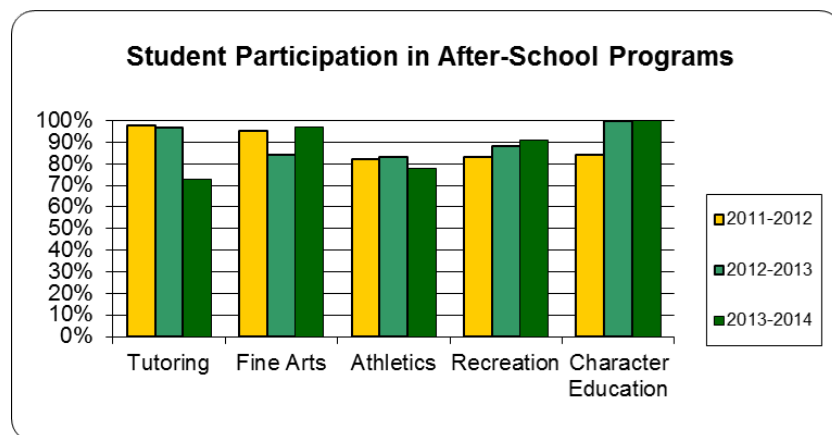
Language Arts.

**Graph 5.1-5 Mastery of IEP Goals By School**



Thus, further analysis was needed to narrow down the area of greatest need. At the Deaf Elementary School, only five students did not meet their IEP goals. At the middle school level, only one student did not meet IEP goals. However, at the high school level, eleven students did not meet the IEP goal in ELA and four did not meet the IEP in mathematics. Thus, during the 2014-2015 school year, continued professional development will be provided for teachers in the Deaf High School in effectively writing IEP goals and providing the services needed to assist students in reaching these goals.

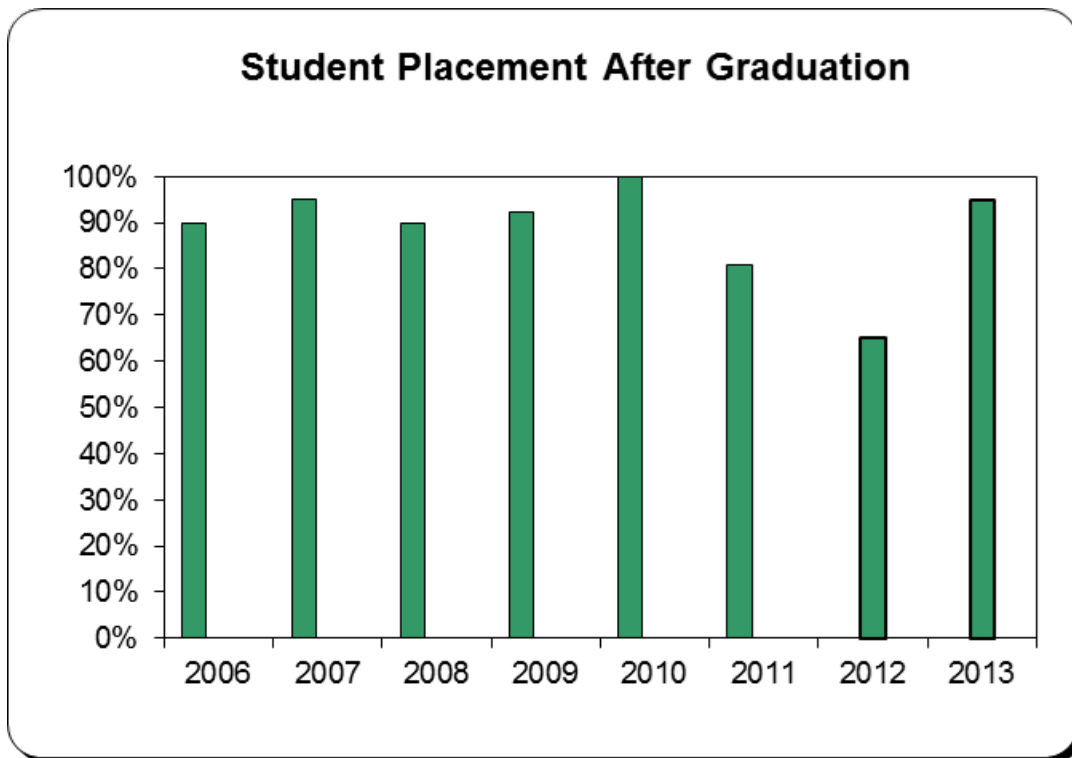
**Graph 5.1-6 After-School Programs**



When the traditional school day ends, students at SCADB participate in a variety of educational and recreational activities including tutoring programs, homework clubs, library activities, fine arts enrichment classes, competitive sports/athletic activities, special interest clubs, independent living skills, and character education. SCADB plans to provide reading intervention to students in the after-school programs during 2014-2015.

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**Graph 5.1-7 Student Placement After Graduation**



At SCSSDB, every effort is made to transition students into post-secondary educational programs, job-training programs, or to be gainfully employed one year post high school completion. Under federal law, SCSSDB can serve students up to the age of 21. The total number of students placed upon completion at SCSSDB for 2013-2014 was 95%. In 2011 and 2012, the lagging economy created challenges for SCSSDB and the other entities that serve our students beyond completion. Transition goals are a required component of each student’s IEP and career and technology programs have been expanded at SCSSDB in recent years in order to better prepare students for the future upon completion at SCSSDB.

The data items selected for this goal are based upon performance measures established by the Education Oversight Committee in accordance with the Education Accountability Act. Although data measures are unique to SCSSDB, every effort is made to collaborate with other schools in South Carolina as well as other deaf/blind schools across the nation. Additionally, SCSSDB has collaborated with other entities/stakeholders that are recognized as experts in the field. For example, SCSSDB recently participated in a research study on early literacy and deafness conducted the Center for Literacy and Deafness at Georgia State University. SCSSDB also collaborates with the National Federation of the Blind to host the summer Bell Program.

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## **Improve student performance in English Language Arts (Goal 1)**

### **Effectively use instructional time to improve student performance (Objective 2)**

For Objective 2 of this goal, SCSSDB focused on protecting core instructional time. As the majority of the students at SCSSDB require additional, multiple related services (occupational therapy, physical therapy, speech, orientation and mobility, etc.), efforts were made to schedule such necessary related services so that core instructional time was not interrupted. As a residential school, SCSSDB has the ability to schedule such services at times other than when core content is taught. Additionally, improvements were made in the master schedule to reduce/eliminate any instructional time through transitions. In order to insure school leaders had current knowledge in best practices in instructional leadership, SCSSDB conducted a summer leadership academy, conducted a book study on the effects of poverty on students learning, developed an observation tool for classroom observations, and provided training to principals in conducting classroom observations.

Performance measures for this goal and objectives are monitored on a quarterly basis by individual school teams, residential leadership teams, and by the agency leadership team. Results are reviewed during the agency's quarterly Information Exchange meetings and used to guide the development of future goals during the strategic planning process.

## **Mission Efficiency**

2. What are the agency's actual performance levels for two to four of the agency's key performance measurements for mission efficiency (i.e., a process characteristic indicating the degree to which the process produces the required output at minimum resource cost (i.e., is the agency doing things right?)) including measures of cost containment, as appropriate?

## **Develop clear communication procedures (Goal 3)**

The first objective for this goal was to establish a communication philosophy for the School for the Deaf. For this action step, much attention was provided by the School for the Deaf to ensure stakeholders firmly grasped the methodology of communication for the Deaf School. The principal of the school provided multiple presentations of the school's communication philosophy and this particular school participated in several research studies focused on improving communication and literacy among deaf/hearing impaired individuals. Future work will be needed in this area, and SCSSDB will seek expertise from the Center for the Acquisition of Spoken Language through Listening Enrichment (CASTLE) to find additional guidance in the further development of a cochlear implant program at SCSSDB. The second action step was to establish talking points to communicate the inventory of services for each division/department. SCSSDB, through the Office of Information/Public Relations and Information Exchange meetings, created single page, talking point materials providing clear information of the services provided within each division of the agency. A major component of agency climate is informed staff members that serve as informed ambassadors for SCSSDB. Objective 2 of this goal was to develop communication protocols between residential and educational staff. Through this

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objective, an opportunity was provided for the educational staff and the residential staff to develop stronger partnerships. Improvements were made in the lines of communication concerning student discipline, student health, homework assignments, improving student independence, and empowering students to make good decisions. The established of these communication protocols has afforded SCsDB the opportunity to improve communication between the three shifts of staff members that serve the students while on campus.

#### **Improve the effective use of technology (Goal 4)**

In the ever-changing world of technology, it is imperative that SCsDB increase students opportunities for improvement through effectively integrating technology at SCsDB. Although a vast initiative, the benefits for student learning have been outstanding even in the initial year of implementation. One of the first steps in implementing the one to one initiative at SCsDB was to improve the network infrastructure through upgrades. Switching was upgraded throughout the agency to increase network throughput and provide power over Ethernet capabilities. This provided a speed increase from 1/100 for all devices to 10/100/1000. Networking switching included the following: MS220-8P - 7 Devices, MS22P - 12 Devices, MS42P - 60 Devices. This allowed SCsDB to provide complete coverage to all areas of campus, including all dorms, and increased the total number of wireless access points from 52 devices to 162 devices. Also included in the infrastructure improvement was a new Management Portal for all Meraki equipment. Network diagrams were created in order to locate problem areas and high use areas. SCsDB was also able to improve overall technology security through implementing the use of a new "Next Generation" security appliance, replacing an end-of-life ASA firewall. Additional upgrades included the installation of a new backup appliance that provided off site complete backups of all server data and message level email backup, and the installation of a new virtualized server and storage system eliminating the need for multiple single instance servers. SCsDB was able to remove 35 servers and in doing so reduced the power consumption needed for this equipment. A new power backup supply was installed for the data center. In order to improve security in the student use of technology, new student user accounts were set up eliminating the need for generic accounts and providing web filtering and reporting based on the individual student. Additionally, as part of this technology improvement project, new employee photo ID Badges were printed for staff members to be used for building access when new access control core equipment is installed. Finally, a second component of this strategic goal was to hire a technology integrator coordinator to assist in the integration of technology into the educational program. During the 2013- 2014 school year, the addition of this staff member has allowed SCsDB to provide monthly technology newsletters to staff, provide ActivBoard training and PowerTeacher training to staff, provide training to students that mainstream to Spartanburg School District 7, and provide training to campus teachers and students in the use of one to one technology to include the use of the accessibility features afforded through such devices.

Factors that guided the benchmarks in this technology goal included the state's information security initiative, technology that most effectively afforded student accessibility, and prior training available in effectively implementing one to one technology. Performance measures

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for this goal area are again monitored through the agency dashboard data collection on a quarterly basis and are reviewed by the agency leadership team.

### Quality (Customer Satisfaction)

3. What are the agency's actual performance levels for two to four of the agency's key performance measurements for quality (i.e., degree to which a deliverable (product or service) meets customer requirements and expectations (a customer is defined as an actual or potential user of the agency's products or services)) for the agency as a whole and for each program listed in the agency's Major Program Areas Chart?

#### **Develop and Implement a Recruitment Plan (Goal 5, Objective 2)-Campus Program**

The second objective for this goal was to develop and implement a student recruitment plan. For this objective, recruitment materials were created for parents of potential students and school districts. Additionally, SCSDB evaluated student exit survey data to determine trends in data and to identify areas for improvement. SCSDB also reviewed and updated the agency's school admissions process and criteria. Finally, opportunities were afforded for staff members to receive training in becoming ambassadors for the agency. SCSDB enrolls students throughout the school year to best meet the needs of the student population served. During the 2013-14 school year, SCSDB served 292 students on campus. It is important to note that SCSDB enrollment is greatly influenced by a transient student population, student transfers, graduation, and transition. Additionally, through SCSDB's Outreach Center, SCSDB also serves students in local school districts for Vision Services and Deaf/Hard of Hearing Services. This means that oftentimes when students leave SCSDB to return to their home district, SCSDB continues to be the service provider through the Outreach Center rather than on campus. Student placement, in accordance to federal law, is always based upon an IEP team decision as to the most appropriate placement for the student to find success in the least restrictive environment.

During the 2013-2014 school year, SCSDB collected student exit information to determine in trends as to why students leave SCSDB. In examining this data, SCSDB noted that 11 students transferred to a home school district in South Carolina, 1 student became a homeschool student, 2 left to care for children, 1 student transferred to an out of state school, and 12 students moved out of state. Special needs students can be served up to the age of 21; however, they are not required to attend from ages 18 to 21. There were 3 students that did not return and 2 students left mid-year. Also, at the end of the school year, 5 students received high school diplomas, 4 students received State Certificates, and 11 students aged out reaching the maximum age of 21.

#### **Develop and Implement a Recruitment Plan (Goal 5, Objective 2)-Outreach Program**

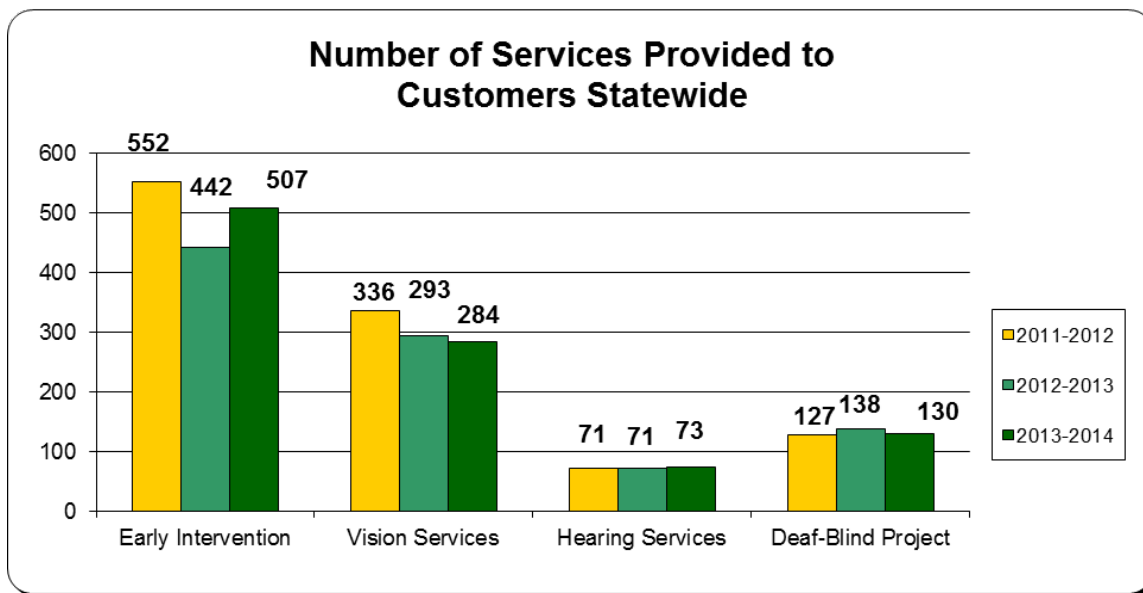
SCSDB's Outreach Services provides a wide array of services statewide to individuals who are deaf, hard of hearing, blind, visually impaired or deaf/blind. Through Outreach Services, Early Intervention services were provided to 507 children from birth to age 3 with vision and/or hearing impairments across South Carolina. Additionally, Outreach services were provided in

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school districts across the state. In the area of Vision Services, 284 students were served, and in the area of Hearing Services, 73 students were served. Vision Services also served 19 students through Access Technology, 26 students through Project Magnify, and 63 children through the Little Locomotive Program. Orientation and Mobility Services were afforded to 88 students on campus and 91 students in local school districts. Through the Deaf-Blind Project, 130 students were afforded services. Outreach Services also provides Interpreting Services on campus and across South Carolina. For 2013-2014, 5,031.25 hours of interpreting were provided on campus while 3,075.75 hours of interpreting were provided to other locations across the state.

**Graph 3.1-1 Services Provided**



The Office of Outreach also partners with First Steps to provide the Kelly’s Kids Development Center on campus. During the 2013-2014 school year, the program enrollment was 21 children, an increase of 5 children from the previous year. The Kelly’s Kids Development Center is a valuable program for SCSDB and this specialized program provides an early start for students, ages birth to age 3 with sensory impairments.

Another partnership through Outreach Services is the Braille Production Center that is in conjunction with the Leath Correction Center where braille textbooks are created for students in South Carolina. In addition to the braille program, SCSDB’s Outreach Services also has an Instructional Resource Center that provides large print books and materials for students in South Carolina. During 2013-2014, the Instructional Resource Center and Braille Production Center provided 918 textbooks across South Carolina, and 163 students were served. Additionally, the Braille Production Center produced 120,644 Braille pages and 11,382 Braille tactile graphics.

Performance measures for this goal area are monitored on a quarterly basis by the agency leadership team. Results are reviewed during the agency’s quarterly Information Exchange

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meetings and used to guide the development of future goals during the strategic planning process.

## Workforce Engagement

4. What are the agency's actual performance levels for two to four of the agency's key performance measurements for workforce engagement, satisfaction, retention and development of the agency's workforce, including leaders, for the agency as a whole and for each program listed in the agency's Major Program Areas Chart?

### Develop and Implement a recruitment plan (Goal 5, Objective 1)-Part 1-Staff

For Strategic Goal 5, SCSDB focused on both staff recruitment and student recruitment. In the area of staff recruitment, SCSDB worked to develop partnerships across South Carolina and even beyond state boundaries to actively seek and recruit staff members. During 2013-2014, the SCSDB Human Resource Office attended recruitment fairs at state universities in order to seek highly qualified staff. Additionally, efforts were made to partner with colleges and universities to recruit highly qualified staff members prior to graduation. As part of this initiative, recruitment materials were created to share with potential staff members. Teachers at SCSDB must be certified in the appropriate content area/grade level as well as have the appropriate certification in deaf/hard of hearing or vision. The need for such certification often creates a hardship for the agency in locating staff members with the required certification to serve SCSDB students.

### Develop and Implement a recruitment plan (Goal 5, Objective 1)-Part 2-Affirmative Action Goal Achievement

SCSDB experienced an overall EEO goal attainment level of 89.4% for 2014. This is a slight decrease of 3.3% from last year's level. There were only two job groups in which the agency did not achieve a 70% goal attainment: the E3 Technicians and E8 Service Maintenance job groups. We had an underutilization of white females in the E3 Technicians job group and an underutilization of black males in the E8 Service Maintenance job group.

In the E3 Technicians job group, we had an underutilization rate of 65.4% for white females. The agency did not have any hires or promotions in the E3 job group during this reporting period. Although we experienced an underutilization in the E3 job group for white females, we currently have one white female and one black female employed in this job group and have met our goals for black females in the E3 job group.

The second job group where we experienced an underutilization was the E8 Service Maintenance job group and we had an underutilization rate of 33.7% for black males. However, we are proud to report that we did meet our goals in this job group for black females and made an improvement to our utilization rate for white females in this job group with an increase from last year's rate of 55.9% to this year's rate of 87.4%.

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The agency will continue to make every good faith effort in the hiring and promotion of white females in the E3 Technicians job group and black males in the E8 Service Maintenance job group during the upcoming reporting period. The agency's EEO report was discussed with directors during one of our recent Directors' Meeting. We hope that this discussion effort coupled with our continued recruitment efforts will enable us to achieve all our goals for these two job groups. In addition, we will continue to make every effort to maintain and enhance our goal attainment level for all minorities in all of the seven job groups.

As an integral part of this agency's mission, the agency consistently demonstrates its commitment to a diverse workforce through the hiring and promotion of job candidates and staff members who are deaf, blind, and/or sensory impaired, with the current workforce consisting of 14.8% of our staff members who are deaf, blind, and/or sensory impaired. We are confident that in the spirit of diversity and equal opportunity, the agency will continue to make progress in the attainment of our affirmative action goals as the opportunities become available in the future.

Performance goal measurement data for this area is maintained in the SCSSDB Office of Human Resources and reviewed on a regular basis.

### Operational/Work System Performance

5. What are the agency's actual performance levels for two to four of the agency's key performance measurements for operational efficiency and work system performance (includes measures related to the following: innovation and improvement results; improvements to cycle or wait times; supplier and partner performance; and results related to emergency drills or exercises) for the agency as a whole and for each program listed in the agency's Major Program Areas Chart?

### Ensure safety of students and staff (Goal 2-Objective 1)-Part 1-Campus Safety

In order to provide a safe environment for students during the school day and during residential time, members of the maintenance department used a variety of measures to evaluate campus grounds and facilities for needed improvements to ensure a safe environment. For example, numerous inspections and evaluations that take place annually were reviewed. These included Fire Marshall Inspections, DHEC inspections, State Transportation inspections, and inspections by the SCSSDB director of maintenance. Additionally, members of the maintenance department were in the schools and residential facilities to gather feedback not only from principals, but also teachers, custodial staff, residential staff, and students. The maintenance department also participated in the regular meetings of the SCSSDB Safety Committee. This committee meets on a regular basis, evaluating the physical plant as well as any health or life safety issues. Finally, the departments online work order system provided a means to insure all immediate needs were repaired in a timely fashion and to plan for preventive maintenance.

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## Ensure safety of students and staff (Goal 2)-Part 2-Campus Accessibility

A second objective for this goal was to evaluate campus grounds and facilities for needed improvements to ensure accessibility in creating a safe environment. Accessibility is a great concern at SCSDB. All students and many of the staff have specialized mobility needs. In an effort to maintain and improve campus accessibility, the maintenance staff evaluated the campus to maintain a user-friendly campus that is safe. Areas of focus included insuring walkway accessibility to accommodate canes and wheel chairs, crosswalks and parking areas appropriately marked, ramps maintained for safe access, and a campus environment that promotes safe travel across campus. A plan is in place to constantly monitor the buildings and grounds for accessibility. SCSDB also has an accessibility committee that meets on a regular basis to review accessibility concerns. Additionally, each school has a student council with the president of each student council participating in School Improvement Council meetings where students have an opportunity to share any accessibility concerns. Another area of focus to insure safety in school and residential settings has been the continued implementation of building notification systems. These emergency notification systems provide accessible emergency notification information for students and staff members with sensory impairments. The new systems provide warnings through lighted digital displays meeting the accessibility needs for our deaf/hard of hearing population while the voiced emergency notices assist our blind/visually impaired students and staff members.

For these accountability measures to ensure a safe and accessible environment, SCSDB gathered information available as to what other schools that serve children with sensory impairments use/include in emergency notification system. From this analysis, SCSDB has been able to install emergency notification systems that are accessible and begin the implementation of keyless entry systems. SCSDB is working to complete the access installation for school areas and will next move to installation in residential areas. SCSDB is also improving the monitoring technology that is available across campus.

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# RESTRUCTURING REPORT

## V. Key Performance Measurement Processes (cont.)

### B. Most Critical Performance Measures

1. When considering critical performance measures at SCSDB, those data points related to student achievement and performance are always at the forefront in order to ensure each child reaches his/her greatest potential. The second area of focus for SCSDB is those measures that support accessibility for individuals with sensory impairments. The third performance area that is critical for SCSDB is monitoring data points for Outreach Services. Such monitoring has guided the agency to recognize the need for a coastal location. Monitoring in other areas allows SCSDB to plan for future programs. For example, SCSDB served 507 children ages 0-3 through early intervention services last year. This service number indicates an increase in that age population that will ultimately be recognized either through school district outreach services or campus programs.

### C. Databases/Document Management

1. List all electronic databases/document management/business intelligence systems or programs utilized by the agency, including, but not limited to all relational database management systems.

SCSDB maintains agency dashboards that are completed and analyzed quarterly. The table below provides evidence of the performance measures collected and analyzed by SCSDB during the 2013-2014 school year that align with the agency strategic plan and used for the agency accountability report. Other data collection systems include PowerSchool (Student Data Management System), Enrich (Student IEP Information), PCS (Professional Certified Staff System), Certification Portal System (CPS), PCG (Medicaid Data Collection/Billing System), Bridges (First Steps/Baby Net data collection system), SCEIS, Kronos (Time Management System), PassagePoint (Visitor Information System), Active Directory (Microsoft Network Management), NationBuilder (Mailing List/Contact Management), KACE (Help Desk/Asset Management), PaperCut (Print Control and Monitoring), FaxCore (Electronic Fax Solution), Moodle (Classroom Management System), AlertNow (Blackboard Notification System), Interpreting (Microsoft Access Database for scheduling interpreters), and Transportation (Microsoft Access Database used for billing).

Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability
Mastery of IEP Goals	91%	90%	100%	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card
Mastery of IEP Goals-Male	90%	88%	100%	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card
Master of IEP Goals-Female	91%	92%	100%	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card
Brigance Composite	93%	89%	100%	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card
Brigance ELA-Male	90%	88%	100%	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card
Brigance ELA-Female	89%	89%	100%	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card
Brigance Math-Male	95%	88%	100%	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card
Brigance Math-Female	90%	93%	100%	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card
Student Placement upon Completion	65%	95%	100%	July 1st-June 30th	State Report Card
Braille Pages	100,661	120,644	As Requested	July 1st-June 30th	SCSDB Dashboard
Braille Tactile Pages	6,392	11,382	As Requested	July 1st-June 30th	SCSDB Dashboard
Literacy Enrichment-Library Classes	236	328	275	July 1st-June 30th	SCSDB Dashboard
Literacy Enrichment-Accelerated Reader	37	69	50	July 1st-June 30th	SCSDB Dashboard
Literacy Enrichment-Book Fair	179	207	200	July 1st-June 30th	SCSDB Dashboard

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Literacy Enrichment-Special Events	150	188	175	July 1st-June 30th	SCSDB Dashboard
State Surveys-Student	Not Available		100%	July 1st-June 30th	State Report Card
State Surveys-Staff	82%		100%	July 1st-June 30th	State Report Card
State Surveys-Parents	100%		100%	July 1st-June 30th	State Report Card
OT Evaluations	136	106	As Needed	July 1st-June 30th	SCSDB Dashboard
PT Evaluations	99	133	As Needed	July 1st-June 30th	SCSDB Dashboard
Speech Evaluations	308	234	As Needed	July 1st-June 30th	SCSDB Dashboard
Audiology Evaluations	200	45	As Needed	July 1st-June 30th	SCSDB Dashboard
Educational Psychology Evaluations	91	36	As Needed	July 1st-June 30th	SCSDB Dashboard
Electronic Classroom Observation Tool	0	1	1	July 1st-June 30th	Technology Data
Maintenance Work Orders	Not Available	4,790	As Needed	July 1st-June 30th	Maintenance Work Order System
Access Control System	0	1	5	July 1st-June 30th	Technology Data
Building Emergency Notification System	0	1	1	July 1st-June 30th	Technology Data
Building Emergency Notification System-Media Ports	0	45	74	July 1st-June 30th	Technology Data
Campus Safety-ID RFID Badges	0	400	700	July 1st-June 30th	Technology Data
Building Emergency Notification System-LED Signs	0	138	138	July 1st-June 30th	Technology Data
Students Participating in Safety Training	300	380	270	July 1st-June 30th	SCSDB Dashboard
Staff Participating in Safety Training	All	All	All	July 1st-June 30th	SCSDB Dashboard
Security Cameras	0	33	58	July 1st-June 30th	Technology Data
Staff Participating in Defensive Driving Training	11	56	40	July 1st-June 30th	SCSDB Dashboard
Number of Welcome Center Checks	16,424	13,282	All Visitors	July 1st-June 30th	SCSDB Dashboard
School Resource Officers	1	2	2	July 1st-June 30th	Safety Data

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				30th	
Inventory of Services	0	1	1	July 1st-June 30th	Public Information Documents
Educational/Residential Communication Protocol	0	1	1	July 1st-June 30th	Meeting Notes
Network Equipment-Switches	0	79	79	July 1st-June 30th	Technology Data
Network Equipment-Wireless Access Points	0	162	162	July 1st-June 30th	Technology Data
Fiber Connections-1GigE to 10 GigE	0	4	10	July 1st-June 30th	Technology Data
One to One Devices-Macbooks	1	201	As Needed	July 1st-June 30th	Technology Data
One to One Devices-iPads/iOS Devices	12	138	As Needed	July 1st-June 30th	Technology Data
Technology Integrator/Coach/Coordinator	0	1	1	July 1st-June 30th	Technology Data
Days to fill vacancy	58 Days	31 Days	30 Days	July 1st-June 30th	SCSDB Dashboard
EEO Attainment Goal	84.90%	92.70%	100%	July 1st-June 30th	SCSDB Dashboard
Staff Leaving for Better Job	18.00%	19.00%	10%	July 1st-June 30th	Exit Surveys/SCSDB Dashboard
Staff Leaving for Higher Rate of Pay	5.00%	3.00%	3%	July 1st-June 30th	Exit Surveys/SCSDB Dashboard
Staff Leaving for Better Working Conditions	9.00%	0.00%	5%	July 1st-June 30th	Exit Surveys/SCSDB Dashboard
Staff Leaving for Family Circumstances	14.00%	14.00%	10%	July 1st-June 30th	Exit Surveys/SCSDB Dashboard
Staff Terminations	19.00%	18.00%	0%	July 1st-June 30th	Exit Surveys/SCSDB Dashboard
Teachers with RACs	14%	6.45%	0%	July 1st-June 30th	State Report Card
Campus Student Enrollment Data	301	292	Based Upon Need	July 1st-June 30th	SCSDB Dashboard
Outreach VI Students	172	178	Based Upon Need	July 1st-June 30th	SCSDB Dashboard
Students Receiving Orientation and Mobility Services (Campus)	New Measure	88	Based Upon Need	July 1st-June 30th	SCSDB Dashboard
Students Receiving Orientation and Mobility Services (School Districts)	134	91	Based Upon Need	July 1st-June 30th	SCSDB Dashboard

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Access Technology Students	14	19	Based Upon Need	July 1st-June 30th	SCSDB Dashboard
Project Magnify Students	32	26	Based Upon Need	July 1st-June 30th	SCSDB Dashboard
Little Locomotive Students	57	63	Based Upon Need	July 1st-June 30th	SCSDB Dashboard
Outreach Hearing Students	72	73	Based Upon Need	July 1st-June 30th	SCSDB Dashboard
Interpreting Hours for SCSDB	4,111.75	5,031.25	Based Upon Need	July 1st-June 30th	SCSDB Dashboard
Interpreting Hours-Outside	2,516.50	3075.75	Based Upon Need	July 1st-June 30th	SCSDB Dashboard
Kelly's Kids Enrollment (Campus Enrollment)	16	21	Based Upon Need	July 1st-June 30th	SCSDB Dashboard
Early Intervention Enrollment	442	507	Based Upon Need	July 1st-June 30th	SCSDB Dashboard
Students Served-Deaf/Blind Project	133	130	Based Upon Need	July 1st-June 30th	SCSDB Dashboard
Instructional Resource Center/Braille Production Center-Students Served	189	163	Based Upon Need	July 1st-June 30th	SCSDB Dashboard

#### D. Recommended Restructuring

Consider the process taken to review the agency's divisions, programs and personnel to obtain the information contained in response to all the previous questions in the Restructuring Report ("Process").

1. Through the agency annual strategic plan and annual state accountability report, SCSDB evaluates performance and set goals for improved performance with consideration of cost savings and increased efficiencies. When considering restructuring, during recent years of budget cuts and economic declines, SCSDB experienced decreases in the agency budget that required reductions in staffing and elimination of services to include the closing of Outreach Centers across the State of South Carolina. At this time, SCSDB has diligently worked to continue to provide needed services in spite of such reductions and eliminations. Currently, the main campus in Spartanburg and the Outreach office in Columbia are the two agency locations for statewide services. SCSDB is currently working to provide a coastal location in Charleston that will afford a place for coastal area staff to work and a record location to reduce travel time and cost for these staff members and meet record storage requirements under IDEA and Medicaid. This restructuring will occur within the agency and does not require legislative action.

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# SEVEN-YEAR PLAN

## VI. *Seven-Year Plan*

### A. General

1. Yes, SCSDB uses the agency annual strategic plan to provide focus for annual improvement measures. Additionally, SCSDB long range planning through CEASD, AdvancEd/SACS, and the SCDOE School Renewal Plan. Each of these plans has a five year annual review process. The Capital Projects Improvement Plan (CPIP) provides a longer time frame for advance planning. Current and future actions are listed below:

### B. Current/Recommended Actions

1. With a focus on continuous improvement, the following provides insight into future planning and the current/recommended actions to improve efficiency at SCSDB.

As previously state, through the agency annual strategic plan and annual state accountability report, SCSDB evaluates performance and set goals for improved performance with consideration of cost savings and increased efficiencies. During recent years of budget cuts and economic declines, SCSDB experienced decreases in the agency budget that required reductions in staffing and elimination of services to include the closing of Outreach Centers across the State of South Carolina. At this time, SCSDB has diligently worked to continue to provide needed services in spite of such reductions and eliminations.

Currently, the main campus in Spartanburg and the Outreach office in Columbia are the two agency locations for statewide services. SCSDB is currently working to provide a coastal location in Charleston that will afford a place for coastal area staff to work and a record location to reduce travel time and cost for these staff members and meet record storage requirements under IDEA and Medicaid.

Additionally, SCSDB has and will continue to make major updates to agency technology infrastructure providing increased efficiency, improved security, and energy savings.

Finally, SCSDB has construction capital projects and planned deferred maintenance projects that will provide increased energy efficiency through new and renovated facilities.

The agency leadership team, which is comprised of agency directors, meets regularly to review department and program updates. Quarterly data collection through the agency dashboard provides analysis for the current year as well summative information and data for annual analysis and comparisons. This information is used as part of the agency needs assessment to determine accomplishments and areas that need improvement.

2. Each of the recommendations for action provides anticipated cost savings and/or efficiencies that would ultimately provide program/service improvement. The coastal location for Outreach Services in Charleston will afford a location for coastal area staff to reduce travel time and travel costs for these staff members, and this location will provide a coastal region record storage location to meet record storage requirements under IDEA and Medicaid. Agency technology updates in technology infrastructure will provide increased efficiency, security, and energy savings. Additional energy savings will be realized through new/renovated facilities and planned future deferred maintenance projects.
3. At this time, SCSDB does not anticipate that legislative action will be required.
4. If legislative action is required, please explain the constitutional, statutory or regulatory changes needed. N/A
5. SCSDB plans to implement the following actions:

SCSDB will open a coastal location during the summer/spring of 2015.

SCSDB will continue with technology infrastructure improvements and upgrades.

SCSDB will continue efforts to improve energy efficiency through new/renovated facilities and improvements through deferred maintenance.

6. What is the timeline for implementation of the change and realization of the anticipated benefits for each recommended action/change?

Coastal location for spring, 2015

Current construction projects, anticipated completion 2017

Future deferred maintenance needs, ongoing

Technology upgrades, ongoing

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

# SEVEN-YEAR PLAN

## VI. Seven-Year Plan (cont.)

### C. Additional Questions

1. What top three strategic objectives of the agency will have the biggest impact on the agency's effectiveness in accomplishing its mission?

When considering the strategic objectives that have the great potential for impact at SCADB, continuous improvement of facilities is needed to meet the diverse needs of the students served at SCADB, especially with the accessibility challenges that are faced by these children. Technology is another area that greatly impacts SCADB through increasing accessibility for our sensory impaired students but also increases the efficiency within the agency. The third area with the greatest potential is the development of a coastal location. At this time, demographic data indicates the greatest concentrations of sensory impaired students in the Upstate, the Midlands, and the Coastal area. Such a location will allow SCADB to expand services for those children with sensory impairments in the area of the state.

2. What are the fundamentals required to accomplish the objectives?

From previous strategic planning, SCADB is positioned to improve campus facilities and hopes to have project underway in the next few months. Initial capital projects will begin a long-range plan for capital projects as outlined in the agency CIP. In the area of technology, SCADB will continue improvement in the technology infrastructure and expand the student one to one initiative over the next few years, as funding is available. For the additional Outreach Center, a location has been secured and SCADB hopes to reopen this center in the next few months.

3. What links on the agency website, if any, would the agency like listed in the report so the public can find more information about the agency?

[www.scadb.org](http://www.scadb.org)

4. Is there any additional information the agency would like to provide the Committee or public?
5. Consider the process taken to review the agency's divisions, programs and personnel to obtain the information contained in response to all the previous questions in the

Restructuring Report and Seven-Year Plan (“Process”). State the total amount of time taken to do the following:

a. Complete the Process

Annual strategic planning drives the process for the information collected for this report. Fortunately, for SCSDB the process needed to complete this report began over a year ago when SCSDB began the needs assessment process through Information Exchange meetings. Identified needs were reviewed and prioritized during a two-day strategic planning process after reviewing agency data that was collected throughout the previous year. The initial implementation of the strategic plan began at the opening of school with summer months spent planning and securing materials needed for successful implementation. Throughout the year, data was collected and review quarterly with analysis and discussion occurring during agency director meetings and Information Exchange meetings. All data was analyzed and reviewed for trends during the following month of June in order to submit the State Report Card (EAA) data to the South Carolina Department of Education and complete/submit the agency Accountability Report that is completed annually. The agency data collection and report preparation for strategic planning, report card data, and the agency Accountability Report is facilitated and completed by the Director of Curriculum and Instruction each year. Thus, when preparing/completing this particular plan, the agency was able to simulate the required information from already completed data, analysis, and reports.

b. Complete this Report

This report was completed through compilation of the continuous improvement process that is already in place at SCSDB. The estimated amount of time needed to compile information and complete the report is approximately 40 hours.

6. Please complete the Personnel Involved Chart. In the Excel document attached, there is a template to complete under the tab labeled, “Personnel Involved.” Please list the name of all personnel at the agency who were consulted or performed work to obtain the information utilized when answering the questions in the Restructuring and Seven-Year Plan Report and their title and their specific role in answering the question (i.e., searched the agency documents, asked for information because they are in charge of the department, etc.). (See Personnel Involved Chart – Pages A22, A23)

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, “Similar Info Requested.”

# CHARTS APPENDIX

## VII. Excel Charts

Please send an electronic copy of the entire Excel Workbook and print hard copies of each of the Charts to attach here. Please print the charts in a format so that all the columns fit on one page. Please insert the page number each chart begins on below.

Similar Information Requested Chart _____	A1
Historical Perspective Chart _____	A2
Purpose, Mission Chart _____	A3
Key Products Chart _____	A4
Key Customers Chart _____	A8
Key Stakeholders Chart _____	A9
Key Partner Agency Chart _____	A11
Overseeing Body Chart (General and Individual Member) _____	A14
Major Program Areas Chart _____	A17
Legal Standards Chart _____	A19
Agency Reporting Requirements Chart _____	A20
Internal Audits Chart _____	A21
Personnel Involved Chart _____	A22

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

## Similar Information Requested Chart

INSTRUCTIONS: Please provide details about other reports which investigate the information requested in the Restructuring Report. This information is sought in an effort to avoid duplication in the future. In the columns below, please list the question number in this report, name of the other report in which the same or similar information is requested, section of the other report in which the information is requested, name of the entity that requests the other report and frequency the other report is required. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Restructuring Report Question #	Name of Other Report	Section of Other Report	Entity Requesting Report	Freq. Other Report is Required
SCSDB	I	Agency Accountability Report	Agency Discussion/Analysis	Executive Budget Office	Annually
SCSDB	II	Agency Accountability Report	Agency Discussion/Analysis	Executive Budget Office	Annually
SCSDB	VI	Senate Restructuring Report	Description of Current Program	Office of Senate Oversight	Annually
SCSDB	V	Agency Accountability Report	Agency Discussion/Analysis	Executive Budget Office	Annually

## Historical Perspective Chart

**INSTRUCTIONS:** Please provide information about any restructuring or major changes in the agency's purpose or mission **during the last ten years**. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Year	Description of Restructuring that Occurred	Description of Major Change in Agency's Purpose or Mission
SCSDB	2009, 2010	The mission of SCSDB is to ensure that the individuals we serve realize maximum success through high quality educational programs, outreach services, and partnerships. During the past ten year period, as a result of budget cuts and economic declines, the South Carolina School for the Deaf and the Blind (SCSDB) experienced decreases in the agency budget that required reductions in staffing and the elimination of services to include the closing of Outreach Centers across the State of South Carolina.	SCSDB closed four Outreach Centers across the State of South Carolina, reduced the number of services provided to partners to include deaf/vision training and sign language classes in local communities, and eliminated/greatly reduced the availability of interpreting services to other agencies and partners.
SCSDB	2009	Closed Outreach Center in Rock Hill, SC	
SCSDB	2010	Closed Outreach Center in Conway, SC	
SCSDB	2010	Closed Outreach Center in Charleston, SC	
SCSDB	2010	Closed Outreach Center in Florence, SC	
SCSDB	2015	At this time, SCSDB continues to work to provide needed services in spite of reductions and eliminations. Currently, the main campus in Spartanburg and the Outreach office in Columbia are the two agency locations for statewide services. SCSDB is currently working to open a coastal location in Charleston that will afford a place for coastal area staff to work and a record location to reduce travel time and cost for these staff members and meet record storage requirements under IDEA and Medicaid.	The reopening of the Charleston location will provide three strategic locations for services in South Carolina to ensure SCSDB is better able to provide services statewide. Although SCSDB closed a total of four Outreach locations during the past ten year period, this additional location will allow for three locations in South Carolina that align with the areas of greatest need. Service need numbers indicate the greatest concentration of students with sensory impairments in the Upstate, the Midlands, and the Coastal Region.

## Purpose/Mission/Vision Chart

INSTRUCTIONS: Provide information about the date the agency, in its current form, was initially created and the present purpose, mission and vision of the agency, with the date each were established in paranethesis. The Legal Standards Cross Reference column should link the purpose, mission and vision to the statutes, regulations and provisos listed in the Legal Standards Chart, which they satisfy.

Agency Submitting Report	Date Agency created	Purpose	Mission	Vision	Legal Standards Cross References
SCSDB	1856-State School	The South Carolina School for the Deaf and the Blind (SCSDB) is the statewide provider of services for students with sensory impairments in South Carolina.	The mission of SCSDB is to ensure that the individuals we serve realize maximum success through high quality educational programs, outreach services, and partnerships.	The vision of SCSDB is to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.	The South Carolina School for the Deaf and the Blind (SCSDB) is the statewide provider of services for individuals with vision and/or hearing impairments in South Carolina. SCSDB is the single residential school in South Carolina for students with sensory impairments. SCSDB provides vision and hearing services, educational programming, and related services for children with sensory impairments in South Carolina through campus program and outreach services in accordance to individual learning needs of students based upon Individual Educational Plans (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA).



INSTRUCTIONS: Provide information about the agency's key deliverables (i.e. products or services); primary methods by which these are delivered; and, as applicable, actions that may reduce the general public and/or other agencies initial or repetitive need for the deliverable. List each deliverable on a separate line. If there are multiple ways in which the deliverable is provided, list the deliverable multiple times with each delivery method on a separate line. In the "Three Greatest" column, indicate and rank the three most significant deliverables the agency brings to the people of South Carolina with #1 being the most significant. For the deliverables which are not one of three most significant, do not put anything in this column. The Major Program Areas Cross References Column should link the deliverable to the major program area, in the Major Program Areas Chart, within which that product or service is provided. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Deliverable (i.e. product or service)	Three Most Significant (#1, #2, #3)	Primary Method of Delivery	What can be done to reduce the general public and/or other agencies initial need for this deliverable? (i.e. preventive measures before the citizen or agency needs to come to the agency)	What can be done to reduce the general public and/or other agencies need to return for this deliverable? (i.e. preventive measures to ensure they do not need to come back to the agency for this service or product after already receiving it once)	If deliverable is identified as one of the three most significant, what would allow the agency to focus on it more?	Major Program Areas Cross Reference
SCSDB	1	Educational/Residential Campus Program	1	Statewide Provider of Hearing and Vision Services-Campus Education/Residential School (School for the Blind, School for the Deaf, Cedar Springs Academy (Sensory Multidisabled), and Applied Academic Center (Career and Technology Education Programs)	Collaboration with SCSDB for services/early intervention is central to assisting all children with sensory impairments to reach their greatest potentials.	SCSDB provides vision and hearing services, educational programming, and related services for children with sensory impairments in South Carolina through campus program and outreach services in accordance to individual learning needs of students based upon Individual Educational Plans (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA). The need for the delivery of services is always dependent upon the individual needs of the child based in accordance with IDEA.	This is the primary focus for SCSDB in accordance with Outreach Services, and services through partnerships. Continued efforts to provide current, research based programming for children is central to continued improvement.	Education, Student Support, Residential, Outreach, and Administration
SCSDB	2	Outreach Services	2	Statewide Provider of Hearing and Vision Services-Statewide Services for children in South Carolina (Services Include Items 3-12)	Collaboration with SCSDB for services/early intervention is central to assisting all children with sensory impairments to reach their greatest potentials.	SCSDB provides vision and hearing services, educational programming, and related services for children with sensory impairments in South Carolina through campus program and outreach services in accordance to individual learning needs of students based upon Individual Educational Plans (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA). The need for the delivery of services is always dependent upon the individual needs of the child based in accordance with IDEA.	This is the primary focus for SCSDB in accordance with Outreach Services, and services through partnerships. Continued efforts to provide current, research based programming for children is central to continued improvement.	Outreach, Education, Student Support, and Administration





SCSDB	10	Partnerships	3	Statewide Provider of Hearing and Vision Services-Statewide Services for children in South Carolina (Services Include Items 11-16)		Contracting with SCSDB provides a cost effective option for services to other agencies which is typically much less expensive than contract for private services. The ability to share resources allows for reduced costs for SCSDB and local school districts.	This is the primary focus for SCSDB in accordance with Outreach Services. Continued efforts to reach children at earlier ages is essential to continued improvements.	Outreach, Administration
SCSDB	11	State Hearing Consultant		State Hearing Consultant to serve local school districts in SC	SCSDB provides this area of expertise to the SC Department of Education for school districts through partnership between the two agencies.	Contracting with SCSDB provides a cost effective option for services to other agencies which is typically much less expensive than contract for private services		Outreach, Administration
SCSDB	12	State Vision Consultant		State Vision Consultant to serve local school districts in SC	SCSDB provides this area of expertise to the SC Department of Education for school districts through partnership between the two agencies.	Contracting with SCSDB provides a cost effective option for services to other agencies which is typically much less expensive than contract for private services.		Outreach, Administration
SCSDB	13	Internship, practicums, and student teaching experiences		Provide training opportunities and experiences for future educators	SCSDB provides a centrally located training environment for future educators with an interest in serving children with sensory impairments.	Provides an environment of expertise for other agency/institutions to provide practicum experiences		Education, Student Services, and Outreach
SCSDB	14	Mainstream Program		Provide identified programs in partnership with local school district for camp students to include reverse mainstream opportunities for local school district students	These partnership allow SCSDB and local school districts to provide combined learning opportunities for students ultimately realizing cost savings through not duplicating unique classes for students.	Cost savings are realized through shared resources and non-duplication programs.		Education, Student Support, Administration

INSTRUCTIONS: Provide information about the key customer segments identified by the agency and each segment's key requirements/expectations. A customer is defined as an actual or potential user of the agency's deliverables. Please be as specific as possible in describing the separate customer segments (i.e. do not simply put "public.") The Deliverables Cross References column should link customer groups to the deliverable listed in the Key Deliverables Chart, which they utilize. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Customer Segments	Requirements/Expectations	Deliverables Cross References
SCSDB	1	Children with Sensory Impairments in South Carolina	The vision of SCSDB is to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.	1,2,3,4,5,6,7,8,10,11,12,13,14
SCSDB	2	Local School Districts in South Carolina	The vision of SCSDB is to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.	1,2,5,6,7,8,10,11,12,14

INSTRUCTIONS: Provide information about the agency's key stakeholder groups and their key requirements and expectations. A stakeholder is defined as a person, group or organization that has interest or concern in an agency. Stakeholders can affect or be affected by the agency's actions, objectives and policies. Please be as specific as possible in describing the separate stakeholder groups (i.e. please do not simply put "the public.") The Deliverables Cross References column should link stakeholder groups to the deliverable, listed in the Key Deliverables Chart, for which they group has the most interest or concern. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Stakeholder Group	Requirements/Expectations	Deliverables Cross References
SCSDB	1	Children with Sensory Impairments in South Carolina	The vision of SCSDB is to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.	1,2,3,4,5,6,7,8,9,10,11,12,13,14
SCSDB	2	Parents/Guardians of Children with Sensory Impairments in South Carolina	The vision of SCSDB is to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.	1,2,3,4,5,6,7,8,9,10,11,12,13,14
SCSDB	3	Local School Districts in South Carolina	The vision of SCSDB is to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.	1,2,5,6,7,8,9,10,11,12,14
SCSDB	3	First Steps/BabyNet	The vision of SCSDB is to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.	1,2,3,6,7,8,10
SCSDB	4	Spartanburg County First Steps	The vision of SCSDB is to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.	1,2,4,6,7,8,10
SCSDB	5	SC Department of Education	The vision of SCSDB is to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.	1,2,3,4,5,6,7,8,9,10,11,12,14
SCSDB	6	Department of Corrections-Leath Correctional Facility	The vision of SCSDB is to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.	1,2,3,4,5,6,10
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SCSDB	7	Statewide Services-Other Agencies/Institutions of Higher Education/Local School Districts/Outside Entities	The vision of SCSDB is to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.	1,2,3,4,5,6,7,8,9,10,11,12,
SCSDB	8	USC Upstate, SC State, Converse College, Other Institutions of Higher Education	The vision of SCSDB is to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.	1,5,7,8,9,10,13
SCSDB	9	Spartanbug School District 7	The vision of SCSDB is to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.	1,8,9,10,11,14
SCSDB	10	Spartanbug School District 6	The vision of SCSDB is to be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.	1,7,10,12,14
SCSDB	11	Alumni Associations	Partnership allows for support and mentorships for programs and services for children with sensory impairments	1,10
SCSDB	12	SCAD	Partnership allows for support and mentorships for programs and services for children with sensory impairments	1,2,7,10
SCSDB	13	NFB	Partnership allows for support and mentorships for programs and services for children with sensory impairments	1,2,8,9,10
SCSDB	14	Deaf/Hard of Hearing Partnership	Partnership allows for support and mentorships for programs and services for children with sensory impairments	1,2,5,7,10,13
SCSDB	15	Deaf Alliance	Partnership allows for support and mentorships for programs and services for children with sensory impairments	1,2,5,7,10,13
SCSDB	16	Commision of the Blind	Partnership allows for support and transition services for children with sensory impairments	1,2,8,9,10
SCSDB	17	SC Vocational Rehabilitation	Partnership allows for support and transition services for children with sensory impairments	1,2,7,8,9,10

INSTRUCTIONS: List the names of the other state agencies which have the biggest impact on the agency's mission success (list a minimum of three); partnership arrangements established and performance measures routinely reviewed with the other entity. The Major Program Areas Cross References Column should link the Partner Agency to the major program area, in the Major Program Areas Chart, on which it has the biggest impact. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable and a minimum of three.

Agency Submitting Report	Agency w/ Impact on Mission Success	Partnership Arrangement Established	Performance Measures Routinely Reviewed Together	Major Program Areas Cross Reference
SCSDB	State of South Carolina	Statewide Provider of Vision Services-Campus Education/Residential School (School for the Blind, School for the Deaf, Cedar Springs Academy (Sensory Multidisabled), and Applied Academic Center (Career and Technology Education Programs)	SCSDB collects dashboard data to examine trends in services provided.	Education, Student Support, Residential, Administration
SCSDB	First Steps/Baby Net	1) Provide initial assessments of the family's resources, priorities and concerns and the family's home and community routines and activities, and develop initial IFSP for children found eligible for BabyNet on the basis of established risk conditions with vision and/or hearing impairments in accordance with 34 CFR 303. (2) Provide ongoing service coordination for children with confirmed or suspected sensory impairments in accordance with applicable IDEA Part C statutes and regulations, and the BabyNet Policy and Procedure Manual. (3) When identified as needed on Individualized Family Service Plans, provide the Part C services of special instruction and/or orientation and mobility for eligible children with confirmed or suspected sensory impairments in accordance with applicable IDEA Part C statutes and regulations, and the BabyNet policy and procedure manual. Delivery of special instruction services requires the use of an age-appropriate curriculum-based assessment.	Service Coordination, Targeted Case Management, Special Instruction Data, Sign Language Instruction, and Orientation/Mobility Services *Service notes are completed in First Steps/Baby Net Software Data Base and SCSDB Early Intervention Cost Reports are submitted quarterly to First Steps. SCSDB also maintains dashboard data in order to examine data trends in the services provided.	Outreach, Education, Student Support, and Administration
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SCSDB	Spartanburg County First Steps Head Start Program	The Kelly's Kids Child Development Center provides services for children ages 6 weeks to 3 years. Located on the Spartanburg campus, the program provides quality, individualized care to eligible children who are deaf, blind, multi-sensory disabled and typically developing.	SCSDB collects dashboard data to examine trends in services provided.	Outreach, Education, Student Support, and Administration
SCSDB	Local School Districts-Statewide	SCSDB Outreach is the statewide provider of vision and hearing services to children across South Carolina which includes the contracting of vision and hearing teachers/services to all school districts, the production of all braille and large print materials for students in South Carolina, statewide interpreting services, assistive technology services, and orientation/mobility services.	SCSDB collects dashboard data to examine trends in services provided.	Outreach, Education, and Administration
SCSDB	SC Department of Education	SCSDB partners with the South Carolina Department of Education to provide the state vision consultant and the state hearing consultant. SCSDB also partners with the South Carolina Department of Education and the South Carolina Department of Corrections (Leath Correctional Institution) to provide braille and large print materials for children in South Carolina.	SCSDB collects dashboard data to examine trends in services provided.	Outreach, Administration
SCSDB	Department of Corrections-Leath Correctional Facility	SCSDB partners with South Carolina Department of Corrections (Leath Correctional Institution) to provide braille and large print materials for children in South Carolina in the Braille Production Center located at the Leath Correctional Institution.	SCSDB collects dashboard data to examine trends in services provided.	Outreach
SCSDB	Statewide Services-Other Agencies/Institutions of Higher Education/Local School Districts/Outside Entities	SCSDB contracts with other Agencies/Institutions of Higher Education/Local School Districts/Outside Entities to provide interpreting services.	SCSDB collects dashboard data to examine trends in services provided.	Education, Support Services, Outreach, Administration
SCSDB	USC Upstate, SC State, Converse College, Other Institutions of Higher Education	SCSDB partners with institutions of higher learning to provide internships, practicums, and students teaching experiences for college students.	SCSDB collects dashboard data to examine trends in services provided.	Education, Student Services, and Outreach
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Agency Name: **South Carolina School for the Deaf and the Blind (SCSDB)**  
 Agency Code: **H75**  
 Agency Section: **6**

**Key Partner Agency**

SCSDB	Spartanbug School District 7	SCSDB partners with this local school district to secure mainstream educational programming for blind/visually impaired students	SCSDB collects dashboard data to examine trends in services provided.	Education, Student Support, Administration
SCSDB	Spartanbug School District 6	SCSDB partners with this local school district to secure mainstream educational programming for deaf/hard of hearing students	SCSDB collects dashboard data to examine trends in services provided.	Education, Student Support, Administration

Agency Name: **South Carolina School for the Deaf and the Blind (SCSDB)**  
 Agency Code: **H75**  
 Agency Section: **6**

Overseeing Body - General Chart

INSTRUCTIONS: Provide information about the body that oversees the agency and to whom the agency head reports including what the overseeing body is (i.e. board, commission, etc.); total number of individuals on the body; whether the individuals are elected or appointed; who elects or appoints the individuals; the length of term for each individual; whether there are any limitations on the total number of terms an individual can serve; whether there are any limitations on the number of consecutive terms an individual can serve; and any other requirements or nuances about the body which the agency believes is relevant to understanding how the agency performs and its results.

Agency Submitting Report	Type of Body (i.e. Board, Commission, etc.)	# of Times per Year Body Meets	Total # of Individuals on the Body	Are Individuals Elected or Appointed?	Who Elects or Appoints?	Length of Term	Limitations on Total Number of Terms	Limitations on Consecutive Number of Terms	Challenges imposed or that Agency staff and the Body have faced based on the structure of the overseeing body	Other Pertinent Information
SCSDB	Board of Commission	4	10 (1 of which is vacant) and 2 exofficio members	Appointed	Governor	6 years	N/A	N/A	None	SCSDB is comprised of a diverse group of professional members that serve to support the agency and the children served

**Overseeing Body - Individual Members Chart**

INSTRUCTIONS: Provide information about the individual members on the body that oversees the agency including their name, contact information, length of time on the body, profession and whether they are a Senator or House Member. The Major Program Areas Cross References Column should link the individual to the major program area, in the Major Program Areas Chart, in which the individual has a particular influence, if any, by way of serving on a subcommittee within the body, task force, etc. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Name of Individual on Body	Contact Information	Profession	Date First Started Serving on the Body	Last Date Served on the Body	Length of Time on the Body (in years)	Senator or House Member? (put Senate or House)	Major Program Areas Cross Reference
SCSDB	Robert A. Dobson	1207 Pelham Road, Greenville, SC 29615	Retired Attorney	March, 2007	Currently Serving	8 years	N/A	All
SCSDB	W. Scott Brawley	2 Dune Ridge Lane, Isle of Palms, SC 29451	Owner, Brawley and Associates-Insurance	October, 2012	Currently Serving	3 years	N/A	All
SCSDB	Dr. Cynthia Downs	2021 Harrington Street, Newberry, sc 29108	Assistant Superintendent, Newberry County Schools	March, 2014	Currently Serving	1 year	N/A	All
SCSDB	William R. Byars	200 Hunt Trace, Camden, SC 29020	Retired Judge	November, 2014	Currently Serving	1 year	N/A	All
SCSDB	David R. Gundlng	482 Masters Drive, Pawley's Island, SC 29585	Attorney	August, 2012	Currently Serving	3 years	N/A	All
SCSDB	Cynthia S. Holland	120 Rosewood Lane, Spartanburg, SC 29302	Business Woman	May, 1993	Currently Serving	22 years	N/A	All
SCSDB	Phyllis H. Alexander	5470 Highway 215, Pauline, SC 29374	Retired Educator	1999	Currently Serving	16 years	N/A	All

**Overseeing Body - Individual Members Chart**

SCSDB	Edward B. Bible	136 Penny Lane, Lexington, SC 29703	Director of Training and Employment, SC Commission for the Blind	May, 2010	Currently Serving	5 years	N/A	All
SCSDB	Robert H. Morrow	406 Garden Grove Court, Spartanburg, SC 29302	Retired Educator	October, 2007	Currently Serving	7 years	N/A	All
SCSDB	John Payne	Director of Office of Exceptional Children, SCDOE, 1429 Senate Street, Columbia, SC	Ex-Officio Member, SC Department of Education Delegate	2014	Currently Serving	1 year	N/A	All
SCSDB	Tara Carroll	SC DHEC, Division of Children's Health, 2100 Bull Street, Columbia, SC 29201	Ex-Officio Member, DHEC Delegate	2014	Currently Serving	1 year	N/A	All

INSTRUCTIONS: Provide information about the agency's Major Program Areas as those are defined in the Appropriations Act. When completing columns B - K, the agency can copy and paste the information the agency submitted in the Program Template of the FY 2013-14 Accountability Report, just make sure of the following:

a) List only the programs that comprise at least 80% of the total budget and include the % of total budget. The remainder of the programs should be "listed ONLY" in the box labeled "Remainder of Programs", with those program expenditures detailed in the box labeled "Remainder of Expenditures." If the agency has trouble understanding what is requested, refer to the 2012-13 Accountability Report, Section II, number 11.

b) The "Associated Objective(s)" column in the Program Template of the FY 2-13-14 Accountability report has been changed to "Key Performance Measures Cross References." The Key Performance Measures Cross References column should link major programs to charts/graphs in the Key Performance Measurement Processes Section (ex. Chart 5.2-1 or Graph 5.2-2). If the agency has trouble understanding what is requested, refer to the 2012-13 Accountability Report, Section II, number 11; and

c) An additional column, titled "Legal Standards Cross References," has been added at the end. The Legal Standards Cross Reference column should link major programs to the statutes, regulations and provisos listed in the Laws Section of this report, which they satisfy. Included below is an example, with a partial list of past Major Program Areas from the Department of Transportation. The example does not include information in the columns under expenditures, key performance measures cross reference, legal standards cross references or remainder of expenditures, however the agency must complete these columns when submitting this chart in final form. Please delete the example information before submitting this chart in final form. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Note:  
 -Key Performance Measures Cross References Column links major programs to the charts/graphs in the Key Performance Measurement Processes Section of the Restructuring Report.  
 -Legal Standards Cross References Column links major programs to the statutes, regulations and provisos they satisfy which are listed in the Laws Section of the Restructuring Report.

Agency Submitting Report	Program/Title	Purpose	FY 2012-13 Expenditures				FY 2013-14 Expenditures				Key Performance Measures Cross Reference	Legal Standards Cross References
			General	Other	Federal	TOTAL	General	Other	Federal	TOTAL		
SCSDB	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.	\$ 4,838,678	\$ 4,696,972	\$ 232,330	\$ 9,767,980	\$ 6,808,951	\$ 4,457,031	\$ 174,839	\$ 11,440,821	Goal 1, Goal 3, Goal 4	Title 59 IDEA Title II Title III
SCSDB	Student Support	Specifically designed support services for students with sensory disabilities.	\$ 3,103,522	\$ 3,396,206	\$ 128,699	\$ 6,628,427	\$ 2,961,518	\$ 2,305,429	\$ 428,885	\$ 5,695,832	Goal 1, Goal 3	Title 59 IDEA Title II Title III
SCSDB	Residential	Provides students with opportunities to learn essential life skills.	\$ 2,408,880	\$ 776,422		\$ 3,185,302	\$ 3,080,031	\$ 312,769		\$ 3,392,800	Goal 1, Goal 3	Title 59 IDEA Title II Title III
SCSDB	Outreach	The provision of services to individuals with sensory disabilities, their families, and the professionals who serve them.	\$ 307,964	\$ 4,417,804	\$ 636,261	\$ 5,362,029	\$ 123,335	\$ 4,263,639	\$ 663,134	\$ 5,050,108	Goal 1, Goal 3, Goal 5	Title 59 IDEA Title II Title III
SCSDB	Administration	Provides logistical support for all other program areas, strategic leadership, and oversight of compliance with regulatory standards.	\$ 1,553,511	\$ 188,915		\$ 1,742,426	\$ 1,364,202	\$ 227,572		\$ 1,591,774	Goal 1, Goal 2, Goal 3, Goal 3, Goal 5	Title 59 IDEA Title II Title III

SCSDB	Physical Support	Responsible for the development, maintenance, housekeeping, and grounds keeping of the 160 acre, 38 building, 162 year-old campus.	\$ 1,362,479			\$ 1,362,479	\$ 1,693,777	\$ 82,394		\$ 1,776,171	Goal 2, Goal 3, Goal 4	Title 59 IDEA Title II Title III

**Remainder of Programs: List any programs not included above and show the remainder of expenditures by source of funds.**

5050000 Land and Buildings  
 3000000 Toll Operations

<b>Remainder of Expenditures:</b>	% of Total Budget	% of Total Budget	% of Total Budget	% of Total Budget	% of Total Budget	% of Total Budget	% of Total Budget	% of Total Budget

INSTRUCTIONS: List all state and federal statutes, regulations and provisos that apply to the agency ("Laws") and a summary of the statutory requirement and/or authority granted in the particular Law listed. Included below is an example, with a partial list of Laws which apply to the Department of Juvenile Justice and Department of Transportation. The agency will see that a statute should be listed again on a separate line for each year there was an amendment to it. Please delete the example information before submitting this chart in final form.

NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Statute/Regulation/Provisos	State or Federal	Summary of Statutory Requirement and/or Authority Granted
SCSDB	1	Title 59	State	Education Law for Agency/School
SCSDB	2	IDEA	Federal	This law ensures services to children with disabilities.
SCSDB	3	Perkins IV	Federal	Career and Technology Education
SCSDB	4	Title II	Federal	Highly Qualified Teachers
SCSDB	5	Title III	Federal	ESOL
SCSDB	6	McKinney-Vento	Federal	Homeless
SCSDB	7	Title 59 Ch 47	State	Code of Laws for Agency/School



(INSTRUCTIONS: List all reports, if any, the agency is required to submit to a legislative entity. Beside each include the following under the appropriate column: a) Name of the report; b) Legislative entity that requires the report; c) Law(s) that require the agency to provide the report; d) Stated legislative intent (from legislative entity, statute, regulation or other source) in providing the report; e) Frequency with which the report is required (i.e. annually, monthly, etc.); f) Approximate year the agency first started providing the report; g) Approximate cost to complete the report and any positive results from completing and submitting the report; and h) Method by which the agency receives, completes and submits the report (i.e. receive via emailed word document; log into or open program, enter data and click submit; etc.). Included below are examples of reports the agency may have to submit. The example does not include information in the columns under # of staff needed to complete the report, approx. total amount of time to complete the report and approx. total cost to complete the report, however the agency must complete these columns when submitting this chart in final form. Please delete the example figures before submitting this chart in final form, unless it applies to the agency, in which case ensure the information about those reports is complete. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Report Name	Legislative Entity Requesting Report	Law Requiring Report	Stated Intent of Report	Year First Required to Complete Report	Reporting Freq.	# of Days in which to Complete Report	Month Report Template is Received by Agency	Month Agency is Required to Submit the Report	Cost to Complete Report			Positive Results of Reporting	Method in which Report Template is Sent to Agency (i.e. via email; receive notice that it is available online; etc.)	Format in which Report Template is Sent to Agency	Method in which Agency Submits Completed Report (i.e. email; mail; click submit on web based form; etc.)	Format in which Agency Submits Completed Report (word, excel; web based form; etc.)
											# of Staff Members Needed to Complete Report	Approx. Total Amount of time to Complete Report	Approx. total Cost to Agency to Complete (considering staff time, etc.)					
SCSDB	1	Restructuring Report	House Legislative Oversight Committee	1-30-10(G)(1)	Increased Efficiency	2015	Annually	30	February	March	12 collect and 3 compile	80 hours each/40 hours compile		TBD	Email and Hardcopy	Word and Excel	Email and Hardcopy	Word and Excel
SCSDB	2	Accountability Report	Executive Budget Office	1-1-820, Proviso 117.31	Increased Efficiency		Annually	60	July	September	12 collect and 3 compile	80 hours each/80 hours for final analysis compile		Trend Analysis/Identification of Areas for Future Improvement	Email and Hardcopy	Word and Excel	Email and Hardcopy	Word, Excel, and PDF
SCSDB	3	Comprehensive Permanent Improvement Plan	Executive Budget Office	2-47-55	Planning of Capital Projects	2001/2015	Annually	60	January	March	5	80 hours		Future planning	Email and Hardcopy	Word and Excel	Email and Hardcopy	Word, Excel, and PDF
SCSDB	4	Restructuring/Cost Savings Report	Senate Oversight	1-30-10(G)	Increased Efficiency	2015				January	5	80 hours		TBD				
SCSDB	6	EEO Report	Human Affairs Committee	1-13-110	Status of Equal Employment Opportunity in SC State Government		Annually	30	Sept	Oct	2	20 hours		Equal Employment/Diversity	Email	Word and Excel	Email	Word and Excel
SCSDB	7	Facilities Report	BCB	BCB Study	Study of State Owned and Leased Properties/Increased Efficiency	2014	One Time	10	Dec 2nd	Dec 12th	2	10 hours		TBD	Email	Word	Email	Word
SCSDB	8	Deficit Monitoring	Executive Budget Office	1-11-495 (B) (C) and Proviso 117.86, 118.10	Budget Planning		Quarterly				2	10 hours		Fiscal Collection	Email	Word	Email	Word
SCSDB	9	Bank Account and Transparency Accountability Report	Executive Budget Office	Appropriation Act, Proviso 117.18	Transparency		Annually	30	Sept	Oct	2	20 hours		Fiscal Collection	Email	Excel	Email	Excel
SCSDB	10	Annual Agency Budget	Executive Budget Office	Proviso 117.132, Section 1-30-10(G)(1), Section 1-30-10(G)(2)	Budget Planning		Annually	45	Aug	Oct	5	40 hours		Budget Planning	Email	Word	Email	Word

**INSTRUCTIONS:** Identify the agency's internal audit system and policies during the past five fiscal years including the date the agency first started performing audits; individuals responsible for hiring the internal auditors; individuals to whom internal auditors report; the head internal auditor; general subject matters audited; the individual or body that makes decision of when internal audits are conducted; information considered when determining whether to conduct an internal audit; total number of audits performed in the last five fiscal years; # of months it took for shortest audit; # of months for longest audit; average number of months to complete an internal audit; and date of the most recent Peer Review of Self-Assessment by SC State Internal Auditors Association or other entity (if other entity, name of that entity).

**Note:** All audits are not the result of suspicious activity or alleged improper actions. Often times regular audits are required by statute regulation or an agency's standard operating procedure simply as a method of ensuring operations are staying on track.

Agency Submitting Report	Does agency have internal auditors? Y/N	Date Internal Audits Began	Individuals responsible for hiring Internal auditors	Individuals to whom internal auditors report	Name and contact information for head Internal Auditor	General subject matters audited	Who makes decision of when an internal audit is conducted	Information considered when determining whether to conduct an internal audit	Do internal auditors conduct an agency wide risk assessment routinely? Y/N	Do internal auditors routinely evaluate the agency's performance measurement and improvement systems? Y/N	Total Number of Audits performed in last five fiscal years	# of months for shortest audit	# of months for longest audit	Avg. # of months needed to conduct audit	Date of most recent Peer Review of Self-Assessment by SC SIAA or other entity (if other entity, name of that entity)

SCSDB, as a special state school, does not have an internal auditing office. SCSDB does participate in all audits as required by the SC Department of Education, Medicaid, and SC Government audits.

INSTRUCTIONS: List the name of all personnel at the agency who were consulted or performed work to obtain the information utilized when answering the questions in these reports, their title and their specific role in answering the question (i.e. searched the agency documents, asked for information because they are in charge of the department, etc.) Please delete the example information and instructions row before submitting this chart in final form. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Name	Phone	Email	Department/Division	Title	Question	Role in Answering Question
SCSDB	Page B. McCraw	864-577-7500	<a href="mailto:pmccraw@scsdb.org">pmccraw@scsdb.org</a>	Office of the President	Interim President/Director of Curriculum and Instruction	All	Collected data and compiled answers for all questions
SCSDB	Monique Callahan	864-577-7511	<a href="mailto:mcallahan@scsdb.org">mcallahan@scsdb.org</a>	Office of Human Resources	HR Director	HR/Staff Related Questions	Previous data collection and work with staff recruitment goal
SCSDB	Trad Robinson	864-591-8638	<a href="mailto:trobinson@scsdb.org">trobinson@scsdb.org</a>	Information Technology	CIO	Technology Related Questions	Information for technology related questions, technology goals, database systems questions, and technology related data collection
SCSDB	Scott Ramsey	864-577-7522	<a href="mailto:sramsey@scsdb.org">sramsey@scsdb.org</a>	Office of the President	Director of Governmental Affairs and Campus Safety	Legal cites, Agency Bonding Question, and Campus Safety	Legal cites, Agency Bonding Question, and Campus Security related goals, data, and questions
SCSDB	Page B. McCraw	864-577-7500	<a href="mailto:pmccraw@scsdb.org">pmccraw@scsdb.org</a>	Office of the President	Interim President/Director of Curriculum and Instruction	Questions related to performance measures	Data collection, analysis, and questions related to performance goal measures
SCSDB	Linda Coon	864-577-7521	<a href="mailto:lcoon@scsdb.org">lcoon@scsdb.org</a>	Special Services	Director of Student Services	Questions related to performance measures	Data collection, analysis and questions related to performance goal measures and student recruitment
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**Personnel Involved Chart**

SCSDB	Scott Falcone	803-896-9717	<a href="mailto:sfalcone@scsdb.org">sfalcone@scsdb.org</a>	Outreach	Director of Outreach Services	Questions related to performance measures, restructuring, and Outreach Services	Data collection, analysis and questions related to performance goal measures and student recruitment, Summary of Services, Outreach Services, and restructuring
SCSDB	John Reynolds	864-577-7812	<a href="mailto:jreynolds@scsdb.org">jreynolds@scsdb.org</a>	Residential Services	Director of Residential Services	Questions related to residential/student activity performance measures and Communication Goal	Data collection, analysis and questions related to performance measures on residential life and Communication Goal
SCSDB	Sara Kollock	864-577-7557	<a href="mailto:skollock@scsdb.org">skollock@scsdb.org</a>	Educational Services	Director of Educatoinal Services	Questions related to educational/student activity performance measures and Communication Goal	Data collection, analysis and questions related to performance measures on educational program and Communication Goal
SCSDB	Travis Durham	864-577-1534	<a href="mailto:tdurham@scsdb.org">tdurham@scsdb.org</a>	Related Services	Director of Related Services	Questions related to related services performance measures	Data collection, analysis and questions related to performance measures on related services
SCSDB	Cherie Winkler	864-577-7529	<a href="mailto:cwinkler@scsdb.org">cwinkler@scsdb.org</a>	Curriculum and Instruction	Teacher Quality and Testing	Questions related to educational/student activity performance measures and Staff Recruitment	Data collection, analysis and questions related to performance measures on educational program and Staff Recruitment
SCSDB	Mary Hayes	864-577-7501	<a href="mailto:mhayes@scsdb.org">mhayes@scsdb.org</a>	Office of the President	President Office Staff	Board Related Questions	Board Related Information
SCSDB	Brenda Knapp	864-577-7504	<a href="mailto:bknappp@scsdb.org">bknappp@scsdb.org</a>	Office of the President	President Office Staff	Report Compilation/Support	Report Compilation/Support