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# SPECIAL EDUCATION FUND

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Page	Item
<b>Revenues</b>	
121	Fund Overview
124	Revenue-Overview
125	Revenues by Source
<b>Expenditures</b>	
126	Overview of Expenditures
127	Early Childhood Education
129	Early Childhood Education - Screen/ Evaluation
131	Early Intervening Services (State/ Local)
133	Early Intervening Services (Federal)
135	Elementary Special Education
137	Middle School Special Education
139	High School Special Education
141	Community Campus
142	Penitentiary Program
143	K-12 Behavior Programs
145	Secondary Behavior Programs
147	Elementary Behavior Programs
149	Speech Therapy
151	Services to the Visually Impaired
152	Services to the Hearing Impaired
154	Therapy Services
156	Psychological Services
157	Out-of-District Placements
158	Adaptive Physical Education Program
159	Extended School Year
160	Health Services
162	Staff Services
164	Transportation Services
165	Central Administration Services
168	Committed Funds



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## **SPECIAL EDUCATION FUND**

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The Special Education expenditure budget for 2014/ 2015 was \$35,512,019. With that budget, the Special Education Department served a population of 3,642 students, Birth through age 21, with disabilities based on the State's annual December 1 unduplicated count. Students were served in non-categorical classrooms, with placements based on individual student needs as determined by the Individual Education Program (IEP) team.

The District offers a full continuum of special education services to meet the needs of youth with disabilities. Early Childhood Special Education programs serve infants and toddlers with services in natural settings (e.g. home) and pre-school students (3 and 4 year-olds) at multiple school-based centers across the District. For students in grades Kindergarten through 12, specialized instruction is available in models which include services in the general education classroom (co-taught classrooms) and pull-out services in the resource room for students who need a small-group learning setting for a portion of their day. Cluster site (self-contained setting) programs at eight attendance centers provide a full range of services for students who need partial- to full-day support with special education services and instruction focused on individual goals developed by the IEP team. Itinerant specialized instruction is available to support students with visual and/ or hearing impairments. For students transitioning to adulthood with significant disabilities, transition programming is available the three traditional high schools, the Community Campus and Community-based Service providers as determined by the IEP team. For students with disabilities that impact the student's social/ emotional success in school, an elementary behavior program, Bridges, serves individuals at two elementary sites and in programs located at the Axtell Park building. In accordance with South Dakota Codified Law 13.28.11, the District operates four education programs for adolescents attending residential treatment centers located at Volunteers of America-Dakotas (North and South), Lutheran Social Services Summit Oaks, the Juvenile Detention Center and the S.D. State Penitentiary.

A full program of related services including psychology, nursing, speech and language therapy, assistive technology, occupational therapy, physical therapy, counseling and transportation are available to support students with disabilities through the special education fund. The Sioux Falls School District will employ 636.79 FTE Special Education staff members

for 2015/ 2016, including teachers, administrators, related services providers, education assistants and support staff.

Unique features of Special Education that require an intense commitment of resources include:

- Federally-mandated guarantee of free appropriate public education (FAPE) for all students with disabilities from birth through age 21, including public and private school students.
- An on-going process of eligibility determination including formal evaluation, initial identification and at a minimum three-year re-evaluation, and possible dismissal of students.
- Extensive, constantly changing federal and state regulations resulting in a one hundred and thirty-four page Comprehensive Plan for Special Education listing procedures which must be followed by all staff to comply with Federal law and State rules.
- Individual Education Programs (IEPs) developed annually for each student by an IEP team consisting of parents, teachers, administrators and related services personnel.
- Complaint and due process procedures supported by full-time community advocacy services which require resolution of any contested program recommendations.
- Maintenance of all individual student records for state and federal review in compliance with regulations.
- Annual report of all students by disability and service delivery to the State Department of Education, Office of Special Education Programs.
- Revenue generation resulting in up to 60 percent of funding from other than local tax sources.
- Accountability through a State Performance Plan with seventeen indicators that include data targets for performance levels that are analyzed and reported publically on an annual basis.

## Meeting the District Goals

The staff of Special Services works daily to achieve the District's mission of educating and preparing each student to succeed in a changing world by developing student-centered schools and individualized programs for students with disabilities that provide educational benefit for all students in the following ways:

- Revising curriculum to align with State and District standards and researching the most effective instructional practices for students to learn.
- Study and organization of programs to address the changing needs of students with disabilities.
- Providing ongoing staff professional development to improve instruction and meet compliance requirements.
- Purchasing and utilizing assistive technology resources to support student's learning, provide educational access and achieve individual IEP goals.
- Managing expenditures and generating revenues.

## Special Education Fund - Revenues

Local property taxes are expected to increase in FY16 by \$28,199. Local taxes comprise 32 percent of Special Education revenues. Nearly 45 percent of Special Education revenues are from state sources. State sources are expected to increase this year by \$1,624,318. Federal revenues are expected to remain flat. The District is projecting to spend just over \$2.6 million from the Special Education Fund Cash Balance during FY16.

### FY16 Special Education Fund Revenues

Source	Budget FY15	Budget FY16	Increase/ (Decrease)
Local Property Taxes	\$11,955,848	\$11,984,047	\$28,199
State Revenue	15,111,848	16,736,166	1,624,318
Federal Revenue	5,166,000	5,166,000	-
Other Local Sources	3,278,323	3,566,913	288,590
<b>Total Revenue</b>	<b>\$35,512,019</b>	<b>\$37,453,126</b>	<b>\$1,941,107</b>

# SPECIAL EDUCATION FUND

## Revenues

### Property Taxes

Source	Budget FY15	Budget FY16	Increase/ (Decrease)
Property Taxes	\$ 11,955,848	\$ 11,984,047	\$ 28,199
Total Revenue	\$ 11,955,848	\$ 11,984,047	\$ 28,199

### State Sources

Source	Budget FY15	Budget FY16	Increase/ (Decrease)
Formula State Aid	\$ 15,081,848	\$ 16,706,166	\$ 1,624,318
Tuition Paid by State	30,000	30,000	-
Total Revenue	\$ 15,111,848	\$ 16,736,166	\$ 1,624,318

### Federal Sources

Source	Budget FY15	Budget FY16	Increase/ (Decrease)
Restricted Federal Grants in Aid	\$ 5,166,000	\$ 5,166,000	-
Total Revenue	\$ 5,166,000	\$ 5,166,000	-

### Other Local Sources

Source	Budget FY15	Budget FY16	Increase/ (Decrease)
Tuition Revenue	\$137,000	\$137,000	\$ -
Interest Income	20,000	20,000	-
Mobile Home Tax	6,000	8,000	2,000
Medicaid	740,000	740,000	-
Penalties & Interest on Taxes	25,000	12,000	(13,000)
Cash from Fund Balance	2,350,323	2,649,913	299,590
Total Revenue	\$3,278,323	\$3,566,913	\$288,590

# SPECIAL EDUCATION FUND

## Special Education - Expenditures

The Special Education Fund expenditures, program-by-program, are as follows:

Program	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease)
Early Childhood	21.35	20.85	\$ 1,977,705	\$ 1,960,882	\$ (16,823)
Early Childhood Screen/Evaluation	3.48	3.48	232,897	226,577	(6,320)
Early Intervening Services - Federal	11.50	11.50	804,980	782,825	(22,155)
Early Intervening Services - State/Local	9.31	10.48	645,183	736,109	90,926
Elementary Special Education	183.05	195.91	7,388,075	7,780,486	392,411
Elementary Behavior Program	23.24	27.34	913,558	1,245,992	332,434
Middle School Special Education	80.36	90.05	3,391,851	3,754,652	362,801
High School Special Education	88.46	94.06	3,836,156	3,940,047	103,891
6-12 Building Support Behavior Program	16.33	18.71	760,882	904,134	143,252
Secondary Behavior Program	29.67	29.19	1,536,407	1,513,228	(23,179)
Community Campus	12.29	12.29	707,446	723,974	16,528
Speech Therapy	26.70	28.70	1,803,778	1,844,193	40,415
Services to Visually Impaired	2.00	2.00	120,125	119,423	(702)
Services to Hearing Impaired	10.50	10.50	534,856	550,312	15,456
Occupational/Physical Therapy	17.30	17.30	1,574,428	1,625,457	51,029
Psychological Services	8.85	10.85	768,451	907,475	139,024
Penitentiary Program	0.50	0.50	46,494	47,242	748
Out of District Placements	-	-	1,722,320	1,872,320	150,000
Adaptive Physical Education	4.10	4.10	257,865	249,069	(8,796)
Extended Year Program	-	-	245,376	251,052	5,676
Health Services	10.70	12.60	678,681	810,053	131,372
Staff Services	19.38	19.88	1,959,452	1,920,859	(38,593)
Transportation Services	0.50	0.50	1,981,716	2,023,543	41,827
Central Administration	14.50	15.00	1,324,337	1,385,004	60,667
Committed Funds	-	-	299,000	278,218	(20,782)
<b>Total Special Education Fund</b>	<b>594.07</b>	<b>635.79</b>	<b>\$ 35,512,019</b>	<b>\$ 37,453,126</b>	<b>\$ 1,941,107</b>



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# **SPECIAL EDUCATION FUND**

## **Program: Early Childhood Education**

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The Early Childhood Program provides an individualized approach to instruction for children, birth to school age. The program is mandated by the Individuals with Disabilities Education Act.

Ongoing assessment of developmental skills demonstrates children's growth while in the program. The program is guided by the High/ Scope curriculum and implements the South Dakota Early Learning Guidelines as a basis for instructional skills:

1. Concrete, manipulative, and sensory teaching methodologies that involve active learning.
2. Sequenced step-by-step developmental approach to learning.
3. That a parent/ school partnership is important for children's development. Home visits and parent/ teacher conferences are provided to strengthen communication between home and school.

Early Childhood Programs are located at Laura B. Anderson, Anne Sullivan, Terry Redlin, Cleveland, Harvey Dunn, Lowell, Garfield, Hawthorne, Hayward, and Pettigrew Elementary Schools. Home-based Birth to Three Services for infant and toddler components is located at the Central Services—Early Childhood Center, with services delivered in the natural setting. All locations provide for interdisciplinary team discussions, transition activities to prepare for the next program needs, and parent involvement activities.

In school-based locations, children attend half-day sessions Monday through Thursday. On Friday, staff are involved in home visits, planning for instruction, training, team and IEP meetings. Each classroom has two half-day sessions (a.m. and p.m.). To meet the individual needs of some children, Individual Education Plan committees may look at other schedule alternatives (i.e. full day programming).

The Early Childhood Special Education program is an initial Special Education placement. Approximately 260 children are served in the 3- to 5-year-old program. With continuous screening and identification throughout the school year, children are enrolling as they are determined eligible and an Individual Education Plan (IEP) is developed. Projections show that of the children served in the Early Childhood Program, approximately 185 will transition into elementary level programming at the end of the year. This past year, approximately 135 infants and toddlers were served in natural environments through a home-based service delivery model.

### **2015/16 Objectives**

- To provide a full continuum of services in meeting the individual needs of young children.
- To support diverse learners through the use of research-based, developmentally appropriate instructional strategies.
- Support classroom teaching staff in providing the highest quality instruction as measured by the CLASS as an observation tool which focuses on the teacher and child interactions.
- Support families to be their child's first and best teacher.

## Early Childhood Education Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Administrative Staff	0.60	0.60	\$ 56,757	\$ 57,802	\$ 1,045
Teachers	7.50	7.00	413,862	371,708	(42,154)
Specialists	8.05	8.05	240,566	244,361	3,795
Clerical Staff	2.50	2.50	74,395	74,221	(174)
Education Assistants	2.70	2.70	46,642	49,224	2,582
Teacher Other Hourly			34,537	35,112	575
Classified Other Hourly			5,294	5,172	(122)
Benefits			267,412	270,464	3,052
Purchased Services			810,834	825,412	14,578
Supplies & Materials			25,787	25,787	-
Dues & Fees			1,619	1,619	-
<b>Total</b>	<b>21.35</b>	<b>20.85</b>	<b>\$ 1,977,705</b>	<b>\$ 1,960,882</b>	<b>\$ (16,823)</b>

## Effect of the FY16 Budget on Program

The adopted budget will:

- Provide a full continuum of services for young children with disabilities.
- Maintain the 2015/ 2016 caseload guidelines and staff to student ratios for self-contained early childhood special education classrooms.
- Support the participation of young children with disabilities in inclusive blended classrooms.

## 2014/15 Accomplishments

Significant accomplishments during the 2014/ 15 school year included:

- Providing a full continuum of services to meet the individual needs of young children with disabilities.
- Supporting the transition of approximately 185 early childhood students to kindergarten for the 2015/ 2016 school year.
- Programmatically, teachers maintained high levels of CLASS observations scores.

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# **SPECIAL EDUCATION FUND**

## **Program: Early Childhood Education—Screen/ Evaluation**

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The Early Childhood Education Screening and Evaluation program is designed to locate, identify, and serve young children, birth through age 5, who would benefit from early childhood education. Sioux Falls Head Start services, special education, Title I, and South Dakota Birth to Three Connections work together, through this office, to assist parents in understanding their child's development and provide suggestions to support that development in the home.

Developmental screenings are available at childcare centers if prior parent consent has been obtained and at night at the request of the parent. A monthly calendar of various activities to inform the community of free developmental screenings is available. The screen and evaluation center is continuously disseminating information across the community so that families of children in need of this free service are aware of it.

Screening and evaluation are available to all children, birth to school age, that reside in the Sioux Falls School District. Approximately 2,286 children were screened this past year. Based on the results of the screen and other referrals, approximately 399 children were evaluated last year by Early Childhood Education Evaluation Teams.

Parental involvement is a critical part of the screening and evaluation process. Parent education materials are available at the screening office for families and/ or early childhood providers. Certified professionals conducted multidisciplinary evaluations at the evaluation center. An interview conducted by an Early Childhood nurse provides for parent involvement in the evaluation. All evaluations conclude with an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) meeting.

This District-wide program is located at Central Services-Early Childhood Center. An ongoing goal for the Screen/ Evaluation Program is to identify a larger part of the students in need of service earlier in the school year. A summer screen/ evaluation program has been implemented to assist the administration in meeting this ongoing goal.

### **2015/16 Objectives**

- To continue to provide developmental screenings to children and families in the Sioux Falls School District at a variety of locations and times to support families.
- To continue to provide multi-disciplinary evaluations in a compliant delivery manner.

### Early Childhood Education—Screen/Evaluation Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Teachers	1.60	1.60	\$ 91,396	\$ 83,133	\$ (8,263)
Specialists	1.00	1.00	39,793	40,609	816
Clerical Staff	0.88	0.88	26,293	26,871	578
Teacher Other Hourly			10,117	10,100	(17)
Classified Other Hourly			2,117	2,068	(49)
Benefits			51,181	51,796	615
Supplies & Materials			12,000	12,000	-
<b>Total</b>	<b>3.48</b>	<b>3.48</b>	<b>\$ 232,897</b>	<b>\$ 226,577</b>	<b>\$ (6,320)</b>

### Effect of the FY16 Budget on Program

The adopted budget will:

- Maintain the number of screen and evaluation appointments offered to the public at the 2014/ 2015 level.
- Allow for implementation of Child Find and Recruitment Plan activities to be carried out cooperatively by the staff at the screening office and Family Service.
- Continue to provide information to parents about their child’s development.
- Allow for delivery of multi-disciplinary evaluations in a compliant manner.

### 2014/15 Accomplishments

Significant accomplishments during the 2014/ 15 school year included:

- Delivering of approximately 2,286 developmental screenings to children in our community.
- Completing approximately 399 multi-disciplinary evaluations with young children and their families from our community.
- Continuing to offer developmental screenings at a variety of locations and times to be responsive to the needs of families and children in our community.
- Successfully completing Child Find and Recruitment activities.

# SPECIAL EDUCATION FUND

## Program: Early Intervening Services (State/Local)

Coordinated Early Intervening Services (CEIS) utilizes State and Local special education funds to provide interventions to students in kindergarten through grade twelve who are not currently eligible for special education and related services but need additional academic and/ or behavioral interventions to be successful in general education and to avoid being classified as a student with a disability. The Sioux Falls School District (SFSD) has utilized these CEIS dollars to implement literacy interventions with struggling high school readers utilizing the Father Flanagan Boystown researched curriculum, FAME, in small group classroom sessions. During the FY15 budget year a Tier 2 pilot at two elementary schools was added with a teacher was included in this budget to support students who did not have disabilities at each site. In addition, behavior analysis, intervention plan development services and training for implementation and data gathering are provided kindergarten through high school at all schools through behavior teams who work with building staff regarding individual students. Districts using state/ local funds for this program are required to track students for two years after intervention to determine whether they are later referred for special education.

### 2015/16 Objectives

- To provide behavior analysis, intervention plan development and implementation training to students in grades Kindergarten thru high school to increase student success pro-socially and enhance educational outcomes.
- To provide literacy-related, research-based interventions to high school students with reading struggles to increase skills in reading and credit acquisition.
- To implement year two of a pilot elementary Tier 2 behavior program model for students needing pro-social skills development to achieve academic and social learning at two elementary schools.

### Early Intervening Services (state/local) Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Teachers	6.50	7.67	\$ 338,429	\$ 395,976	\$ 57,547
Specialists	2.81	2.81	135,904	128,006	(7,898)
Teacher Other Hourly			2,772	8,296	5,524
Benefits			150,297	177,473	27,176
Purchased Services			3,500	6,500	3,000
Supplies & Materials			6,020	11,500	5,480
<b>Total</b>	<b>9.31</b>	<b>10.48</b>	<b>\$ 645,183</b>	<b>\$ 736,109</b>	<b>\$ 90,926</b>

## **Effect of the FY16 Budget on Program**

The adopted budget will:

- Provides research-based reading intervention at three high schools for non-proficient readers who do not have identified reading disabilities.
- Expands the research-based reading intervention at high school to include students reading at a beginning phonemic level who do not have identified reading disabilities.
- Provides behavior analysis and intervention strategies based on individual student needs whose behavior and pro-social challenges interfere in their school engagement.
- Adds a web-based tool for data tracking and behavior intervention strategies to support the elementary Tier 2 pilot for its' second year.
- Continues the salary and benefit cost of the Tier 2 elementary second year pilot implementation.

## **2014/15 Accomplishments**

Significant accomplishments during the 2014/ 15 school year include:

- Providing all four course offerings (Foundations, Adventures, Mastery and Explorations) at three high schools to meet the needs of non-proficient readers.
- Implementing year one of the Tier 2 elementary study in improving pro-social skills to students in two elementary schools.
- Providing assistance to seventy-three students' building teams in analyzing behavior, developing an intervention plan and implementing the intervention plan.

# SPECIAL EDUCATION FUND

## Program: Early Intervening Services (Federal)

Coordinated Early Intervening Services (CEIS) using Federal special education funds are utilized to provide research-based interventions to students who are at-risk for being considered for referral for evaluation to consider eligibility for special education services. In the Sioux Falls School District these research-based literacy intervention services are provided to non-proficient readers at three middle schools and ten elementary schools. The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) allows for the allocation of 15 percent of federal flow-through dollars to be spent on coordinated early intervening services.

The interventions used were selected on the basis of effectiveness research. Coordinated Early Intervening Services are being evaluated across the country to determine whether they reduce identification for special education by providing intensive intervention prior to referral for special education. Districts using federal funds for this program are required to track students for two years after intervention to determine whether they are later referred for special education and report them to the State Office of Education.

### 2015/16 Objectives

- To provide research-based literacy intervention to non-proficient students at ten elementary schools and three middle schools, increase student learning outcomes and preventing referral to special education.

### Early Intervening Services (federal) Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Teachers	11.50	11.50	\$ 567,006	\$ 540,443	\$ (26,563)
Substitute Teachers			8,852	8,956	104
Teacher Other Hourly			1,853	1,871	18
Benefits			179,226	183,512	4,286
Purchased Services			38,043	38,043	-
Supplies & Materials			10,000	10,000	-
<b>Total</b>	<b>11.50</b>	<b>11.50</b>	<b>\$ 804,980</b>	<b>\$ 782,825</b>	<b>\$ (22,155)</b>

### Effect of the FY16 Budget on Program

The adopted budget will:

- Continues to provide research-based reading intervention instruction at three middle schools and ten elementary schools for non-proficient readers.
- Provides professional development to teachers ensuring the intervention is implemented with fidelity.

## **2014/15 Accomplishments**

Significant accomplishments during the 2014/ 15 school year include:

- Continuing to provide reading interventions at the three middle and ten elementary schools for non-proficient readers who do not have disabilities.
- Providing materials and training to CEIS teachers regarding literacy-based instruction to assure fidelity of the instructional models.



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# SPECIAL EDUCATION FUND

## Program: Elementary Special Education

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The Bridges Program is a highly structured individualized school program for elementary students who have challenging behavioral and emotional needs that significantly impact their academic progress and interfere with their learning and the learning of others. The program is a self-contained day setting serving up to 68 students and is housed at Garfield and Horace Mann Elementary Schools. The Bridges Program is a joint project of the general and special education funds to serve all students. Emphasis is placed on the acquisition of social skills, appropriate school behavior and problem-solving skills. As students progress on these skills, they begin a gradual reintegration to their home elementary school.

### 2015/16 Objectives

- Provide self-contained, structured programming for students in kindergarten through fifth grade whose behavior is interfering with their ability to learn.
- Continue to implement the Boys Town Specialized Program with ongoing training and data collection to monitor student progress to enable transition to a less restrictive environment.
- Move the Jefferson Bridges and Structured Teach Programs to Garfield Elementary and continue developing transition plans to merge the two programs into Horace Mann during the 2016-17 school year.

### Elementary Behavior Program Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Teachers	72.30	74.46	\$ 3,507,953	\$ 3,415,556	\$ (92,397)
Specialists	13.25	13.25	354,891	383,785	28,894
Education Assistants	97.50	108.20	1,641,009	1,925,302	284,293
Teacher Other Hourly			27,983	28,450	467
Benefits			1,737,011	1,915,814	178,803
Purchased Services			14,500	14,500	-
Supplies & Materials			104,728	97,079	(7,649)
<b>Total</b>	<b>183.05</b>	<b>195.91</b>	<b>\$ 7,388,075</b>	<b>\$ 7,780,486</b>	<b>\$ 392,411</b>

## **Effect of FY16 Budget on Program**

The adopted budget will:

- Provide professional and support staffing and individualized instruction for students needing a program focusing on instruction of social skills and appropriate behavior.
- Provide Boys Town Specialized Classroom Management Training for Garfield professional staff and new staff supporting the Bridges and Structured Teach Program.
- Continue to provide ongoing training and collaboration in Boys Town Specialized Classroom Management for new and veteran staff.

## **2014/15 Accomplishments**

Significant accomplishments during the 2014/ 15 school year included:

- Training and implementing the Boys Town Specialized Classroom Management Program for all Bridges and Structured Teach Classroom staff.
- Providing a positive learning environment with individualized instruction and behavior plans for students with behavioral challenges.

# SPECIAL EDUCATION FUND

## Program: Middle School Special Education

The Middle School Special Education program supports academic, behavioral, and social skills instruction for students with mild to moderate disabilities through resource programs at their home schools. In addition, children with moderate to severe disabilities are currently served in cluster programs at George McGovern and Patrick Henry Middle Schools.

The Middle School Special Education continuum of services includes:

- General Education classes: general education classes with accommodations.
- Class-Within A-Class (CWC): special education and general education teachers share instruction in the general education curriculum.
- Skill Development classes: special education teachers provide core content instruction and skill development.
- Alternate classes (George McGovern & Patrick Henry): special education teachers provide instruction based on core content connectors and curriculums including pre-vocational and life skills.

All students have opportunities for integrated learning experiences throughout their school day.

### 2015/16 Objectives

- Facilitate curriculum alignment, development, and design to parallel general education standards.
- Continue to provide a continuum of services to meet the individual learning needs of students eligible for special education services.

### Middle School Special Education Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Teachers	36.23	40.29	\$ 1,662,471	\$ 1,760,991	\$ 98,520
Specialists	6.00	6.00	168,738	173,789	5,051
Education Assistants	38.13	43.76	667,622	778,482	110,860
Teacher Extra Pay (Point System)			9,910	9,992	82
Benefits			788,263	908,809	120,546
Purchased Services			28,000	57,000	29,000
Supplies & Materials			63,411	62,153	(1,258)
Dues & Fees			3,436	3,436	-
<b>Total</b>	<b>80.36</b>	<b>90.05</b>	<b>\$ 3,391,851</b>	<b>\$ 3,754,652</b>	<b>\$ 362,801</b>

## **Effect of the FY16 Budget on Program**

The adopted budget will:

- Support staffing and instructional programming for the comprehensive special education programming at Sioux Falls School District Middle Schools.
- Maintain current caseload allocations for middle school student with special needs.
- Continue monitoring and support for the continuum of services at the middle schools.

## **2014/15 Accomplishments**

Significant accomplishments during the 2014/ 15 school year included:

- Launching the implementation of the NCSC core content connectors.
- Convening the middle school life skills science curriculum committee and reviewing the resources.
- Providing classroom and building level support for comprehensive special education programming.

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# **SPECIAL EDUCATION FUND**

## **Program: High School Special Education**

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The Secondary Behavior Program provides a more restrictive classroom for students who may not be on a special education individual education plan. This program will focus on specialized programming for students whose behavioral and emotional concerns interfere with their learning and/ or the learning of others. Instruction focuses on social skills and problem-solving skills as well as academic instruction. The program effectively supports students in their learning and helps develop appropriate pro-social behaviors. Behavior Programs supported through this budget include:

- Tier III programming for middle school is provided for students in a small group, structured learning environment at the Middle School Behavioral Program at Axtell Park which serves up to 20 students.
- Tier IV programming for high school is provided for students in a small group, structured learning environment at FLEX at Axtell Park, which serves up to 20 regular education students. FLEX provides education for students who have received intervention in lower tiers and continue to need a self-contained, structured environment with low staff to student ratios to provide heightened structure for learning and safety.
- OSS Alternative for high school and middle students. This program allows students to recover work that may have otherwise been counted as not complete. It also provides a safe environment for students to serve suspensions enabling them to focus on work that will help them graduate.

### **2015/16 Objectives**

- Continue to provide instruction in middle and high school courses to assist in developing social, behavioral, and academic behaviors.
- Continue to create pathways within programs through technology and curriculum that allow for student choice thereby challenging them academically.
- Provide self-contained, structured programming for students in grades 6-12 whose behavior is interfering with their ability to learn.
- Continue to help modify and improve student academics and social behavior to enable transition to the students' home school.

## Secondary Behavior Program Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Teachers	41.22	45.18	\$2,002,483	\$1,987,545	\$(14,938)
Specialists	3.00	3.00	84,369	86,894	2,525
Education Assistants	44.24	45.88	777,429	816,295	38,866
Teacher Extra Pay (Point System)			6,229	6,347	118
Benefits			902,775	968,796	66,021
Purchased Services			7,000	11,223	4,223
Supplies & Materials			51,648	62,947	11,299
Dues & Fees			4,223	-	(4,223)
<b>Total</b>	<b>88.46</b>	<b>94.06</b>	<b>\$3,836,156</b>	<b>\$3,940,047</b>	<b>\$103,891</b>

## Effect of FY16 Budget on Program

The adopted budget will:

- Reallocate 1.0 teacher FTE from the Truancy Day Program due to loss of program
- Maintain the programming at Odyssey, FLEX, and OSS to meet the needs of the students currently in those programs.

## 2014/15 Accomplishments

Significant accomplishments during the 2014/ 15 school year included:

- Creating a successful Odyssey Program which enables up to twenty middle school students to receive their education in a smaller environment more conducive to their learning needs and styles.
- Providing an opportunity for the first student in regular education FLEX to earn his high school diploma

# SPECIAL EDUCATION FUND

## Program: Community Campus

The Community Campus program provides services to 18-21 year-old students who need to learn to work and live in the community. In addition, transition services are provided to coordinate high school programs with post-secondary or adult service providers to improve outcomes for students with disabilities.

### 2015/16 Objectives

- Continue to develop job opportunities in the transition work experience area to help students who need additional work supports.
- Continue to support transition to adulthood planning and program ming for students with significant disabilities 18-21 years of age who are eligible and have completed their high school course of study.

### Community Campus Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Teachers	3.00	3.00	\$ 156,520	\$ 143,090	\$ (13,430)
Specialists	4.38	4.38	111,702	114,107	2,405
Employment Contract Staff	4.00	4.00	174,452	177,473	3,021
Education Assistants	0.91	0.91	25,066	25,485	419
Teacher Other Hourly			2,352	2,348	(4)
Classified Other Hourly			9,756	10,707	951
Other Temporary Pay			-	16,980	16,980
Benefits			148,994	155,180	6,186
Purchased Services			64,304	64,304	-
Supplies & Materials			12,650	12,650	-
Dues & Fees			1,650	1,650	-
<b>Total</b>	<b>12.29</b>	<b>12.29</b>	<b>\$ 707,446</b>	<b>\$ 723,974</b>	<b>\$ 16,528</b>

### Effect of the FY16 Budget on Program

The adopted budget will:

- Maintain the staffing to support instruction in vocational and employment programming for students with disabilities.
- Continue to support students in their employability skills by offering real life job experiences in both the volunteer and competitive wage form.

### 2014/15 Accomplishments

Significant accomplishments during the 2014/ 15 school year included:

- Creating a new bus training checklist.
- Continuing to review and clarify procedures for transition planning between Sioux Falls School District high schools and the Community Campus.

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# SPECIAL EDUCATION FUND

## Program: Penitentiary Program

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The Department of Corrections contracts with the Sioux Falls School District to provide Special Education to inmates age 16-21 during their incarceration.

### Penitentiary Program Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Teachers	0.50	0.50	\$ 21,250	\$ 21,892	\$ 642
Teacher Other Hourly			8,800	8,800	-
Benefits			8,270	8,376	106
Purchased Services			3,174	3,174	-
Supplies & Materials			5,000	5,000	-
<b>Total</b>	<b>0.50</b>	<b>0.50</b>	<b>\$ 46,494</b>	<b>\$ 47,242</b>	<b>\$ 748</b>

### Effect of the FY16 Budget on Program

The adopted budget will:

- Provide a .5 teacher and supplies to provide an appropriate education for incarcerated students between the ages of 16-21.

### 2014/15 Accomplishments

Significant accomplishments during the 2014/ 15 school year included:

- Providing special education services for students incarcerated at the South Dakota State Penitentiary.



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# SPECIAL EDUCATION FUND

## Program: K-12 Behavior Programs

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In accordance with the Individuals with Disabilities Education Improvement Act, the Sioux Falls School District (SFSD) has developed a continuum of placement options for students who struggle with emotional and behavioral challenges. Behavior Programs provide services to all students who require intervention. These programs are administered jointly between regular and special education funds. Individual programs are described below: The continuum includes services as follows and budgeted in this cost center for students with disabilities:

- Tier II of the behavior intervention framework: The SFSD behavior team observes students to analyze their behavior, consults with teachers in the regular and special education settings, facilitates the development of behavior intervention plans, trains staff for consistent implementation of plan and develops a data collection system to monitor student progress using the plan.
- Tier II of the behavior intervention framework: Tier II classrooms for students with disabilities are maintained at each of the five middle schools and three high schools to assist students with direct instruction in classes designed to change behavior by teaching specific pro-social skills.

### 2015/16 Objectives

- Continue to provide support to students and teachers by observing students and creating, implementing, and revamping plans that are supported and driven by data collection.
- Continue to provide self-contained structured programming for students in the middle and high schools whose behavior is interfering with their ability to learn.

### K-12 Behavior Programs Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Teachers	5.00	5.50	\$ 216,773	\$ 246,009	\$ 29,236
Specialists	11.33	13.21	343,094	414,489	71,395
Benefits			176,490	219,111	42,621
Supplies & Materials			14,525	14,525	-
Dues & Fees			10,000	10,000	-
<b>Total</b>	<b>16.33</b>	<b>18.71</b>	<b>\$ 760,882</b>	<b>\$ 904,134</b>	<b>\$ 143,252</b>

### Effect of the FY16 Budget on Program

The adopted budget will:

- Maintain the current programming to meet the needs of students helped by behavior teams and in the Tier II programs.

## **2014/15 Accomplishments**

Significant accomplishments during the 2014/ 15 school year included:

- Serving over 175 students across the district by creating and helping implement behavior plans in K-12 classrooms.
- Serving over 367 students in the Tier II rooms by providing positive learning environments for students with behavioral challenges.

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# **SPECIAL EDUCATION FUND**

## **Program: Secondary Behavior Program**

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In accordance with the Individuals with Disabilities Education Improvement Act, the Sioux Falls School District has developed a continuum of placement options for students who struggle with emotional and behavioral challenges. The continuum includes services as follows and budgeted in this cost center for students with disabilities:

### **Tier Three Program – Full-Day Behavior Programs**

Tier Three programs are full-day programs that include structure and treatment designed to address behavioral needs that cannot be met in school settings. Programs listed below are those that are operated from the special education budget.

#### **Summit Oaks Center School**

Summit Oaks is a combination of three different programs. The Sioux Falls School District has seventeen slots for day students; these are students who have not been successful in their home school, the day program works on improving both behavior and academic for these students. In partnership with Lutheran Social Services the students who live in the onsite residential program attend the Summit Oaks Center in Program strands I and II.

#### **Structured Teach Program**

The Structured Teach Program is designed to work with students who have cognitive and behavior disabilities that make it difficult for the students to succeed in the regular attendance and/ or cluster centers. The students work on academic and social skills in addition to structured workstations. This Middle School Program is located at Axtell Park Middle School and the High School Program at the Success Academy.

#### **Success Academy**

The Success Academy program has three classrooms each staffed by a teacher and an education assistant. A behavioral specialist is also staffed to provide extra supports to each classroom when needed. Students (grades 6-12) in this program work on academics at their own skill level and learn strategies to manage their behavior in a manner that will allow them to succeed in other school environments. The goal for all students is to reintegrate to their home attendance centers.

#### **Tier Four Programs**

The Tier Four Program offers a long-term maintenance program for students unable to return to regular classrooms, even after interventions have been completed in the previous tiers.

#### **FLEX Program**

The FLEX program serves students in a highly-structured day program in three classrooms located at the Instructional Planning Center. The students earn credit and time toward graduation requirements by working on skills at their academic level in the regular curriculum, modified curriculum, or online course instruction. Schedules are developed on an individual basis to accommodate the students' needs.

## 2015/16 Objectives

- Continue to provide self-contained, structured programming in the middle and high schools for students whose behavior interferes with their ability to learn.
- Continue to implement academically challenging goals for students in specialized programs

## Secondary Behavior Program Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Teachers	14.64	14.14	\$ 731,066	\$ 702,493	\$ (28,573)
Specialists	5.41	5.43	181,086	182,862	1,776
Education Assistants	9.62	9.62	174,883	174,650	(233)
Teacher Extra Pay (Point System)			2,352	2,375	23
Teacher Other Hourly			43,703	42,615	(1,088)
Classified Other Hourly			25,233	21,721	(3,512)
Benefits			351,405	363,267	11,862
Purchased Services			-	500	500
Supplies & Materials			26,679	20,220	(6,459)
Dues & Fees			-	2,525	2,525
<b>Total</b>	<b>29.67</b>	<b>29.19</b>	<b>\$ 1,536,407</b>	<b>\$ 1,513,228</b>	<b>\$ (23,179)</b>

## Effect of the FY16 Budget on Program

The adopted budget will:

- Maintain the current programming at Success, FLEX, Structured Teach and Summit Oaks to meet the needs of the students

## 2014/15 Accomplishments

Significant accomplishments during the 2014/ 15 school year included:

- Successfully implementing BoysTown Well Managed Classroom.
- Providing both regular education classes and special education classes to students with different academic and behavioral challenges.
- Providing students with opportunities to work in the community, some of which led to competitive employment.

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# **SPECIAL EDUCATION FUND**

## **Program: Elementary Behavior Program**

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Elementary Special Education Programs provide continuum of services to approximately 1,120 students in resource rooms and 73 students in self-contained cluster classrooms. Resource classrooms are located in each of the 24 elementary schools. Resource programs provide individualized, small group instruction to eligible students in the areas of reading, math, written language and social skills. Self-contained cluster programs are located at Terry Redlin, John Harris and John F. Kennedy Elementary schools. Cluster programs provide a full range of instructional services delivered in partial to full-day programs for students with significant disabilities requiring instruction in Common Core Standards through Common Core Connectors.

Students served in both resource and self-contained special education classrooms are identified as eligible for special education services through a referral and evaluation process. All student instruction in the elementary special education program is based on each student's specific learning needs as outlined in an Individual Education Plan (IEP).

### **2015/16 Objectives**

- Continue to provide a continuum of services to meet the individual learning needs of students eligible for special education services.
- Continue to implement and monitor reading initiative pilot programs.
- Monitor use of common formative assessments to drive instruction and document reading progress for all students in district elementary schools.
- Expand the special education service delivery model for resource elementary special education services at the 1<sup>st</sup> grade level during the 2015-16 school year. Collect and use data from the kindergarten and 1<sup>st</sup> grade models to develop the service delivery plan for 2<sup>nd</sup> grade in the 2016/ 17 school year.
- Study and develop core content connectors for science instruction in cluster classrooms.
- Begin research of best practices for students needing reading and writing intervention with the district wide English Language Arts curriculum study.
- Study current caseload guidelines with common teaching spreadsheet schedules.

## Elementary Special Education Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Teachers	72.30	74.46	\$ 3,507,953	\$ 3,415,556	\$ (92,397)
Specialists	13.25	13.25	354,891	383,785	28,894
Education Assistants	97.50	108.20	1,641,009	1,925,302	284,293
Teacher Other Hourly			27,983	28,450	467
Benefits			1,737,011	1,915,814	178,803
Purchased Services			14,500	14,500	-
Supplies & Materials			104,728	97,079	(7,649)
<b>Total</b>	<b>183.05</b>	<b>195.91</b>	<b>\$ 7,388,075</b>	<b>\$ 7,780,486</b>	<b>\$ 392,411</b>

## Effect of the FY16 Budget on Program

The adopted budget will:

- Support staffing and instructional programming according to current caseload guidelines for elementary students in resource and self-contained classrooms.
- Provide a full continuum of services to elementary students with disabilities.
- Provide support for new and veteran teachers use of best teaching practices with Instructional Coaches for Special Services.

## 2014/15 Accomplishments

Significant accomplishments during the 2014/ 15 school year included:

- Providing in classroom instruction with new service delivery plan for kindergarten students with disabilities.
- Implementing, monitoring and collecting data on pilot programs for the district reading initiative.
- Training all elementary special education teachers with NCSC resources and Core Content Connectors for students needing alternate assessment.
- Providing training for all staff all staff serving students with autism to understand changes in criteria for the full autism spectrum disorder.
- Developing model for supporting new teacher growth with Instructional Coaches for Special Services.

# SPECIAL EDUCATION FUND

## Program: Speech Therapy

Speech/ Language Therapy Services are considered related services and are provided to eligible students, ages birth to twenty-one. Approximately 1,600 students currently receive speech/ language therapy in the District. Eligibility for services is based on based on information obtained through the evaluation process in accordance with the Individuals with Disabilities Education Act. Once eligible, services provided are determined by a student’s Individual Education Plan team and are described on the Individual Education Plan (IEP). This specialized instruction may take place during one-to-one sessions or small group sessions in the Speech and Language Therapist’s office or within the classroom setting, depending on individual student need.

Ongoing assessment is utilized to monitor students’ growth and mastery of their individualized instructional goals. Students with needs for assistive technology services, as determined through the evaluation process, often receive assistance through the therapists in selecting, customizing, and applying assistive technology devices.

### 2015/16 Objectives

- To provide a full range of services to meet the needs of all students in the District who have been identified as in need of special education and speech/ language therapy as a related service.
- To provide quality professional development to support understanding of core connectors in communication.
- To evaluate service delivery models in serving the needs of all eligible students.
- To evaluate the role of Speech/ Language therapist in developing literacy skills.

### Speech Therapy Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Teachers	26.70	28.70	\$ 1,319,498	\$ 1,325,085	\$ 5,587
Teacher Other Hourly			7,563	9,432	1,869
Benefits			416,067	449,026	32,959
Purchased Services			34,600	34,600	-
Supplies & Materials			26,050	26,050	-
<b>Total</b>	<b>26.70</b>	<b>28.70</b>	<b>\$ 1,803,778</b>	<b>\$ 1,844,193</b>	<b>\$ 40,415</b>

### Effect of the FY16 Budget on Program

The adopted budget will:

- Provide speech/ language services to all eligible students.

## **2014/15 Accomplishments**

Significant accomplishments during the 2014/ 15 school year included:

- Providing a full range of speech/ language therapy services for approximately 1600 students in the District, from Birth to 21, with identified communication needs.
- Providing professional development in assessing and identifying students with autism spectrum disorder and the unique social language needs of these students.
- Providing professional development in supporting implementation of strategies aligned with core connectors in communications.



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# SPECIAL EDUCATION FUND

## Program: Services to the Visually Impaired

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Students eligible for special education services due to visual impairments or blindness receive direct services as well as accommodations for their vision difficulties in the classroom based on information obtained through the evaluation process in accordance with the Individuals with Disabilities Education Act. Services provided are determined by a student's Individual Education Plan team and are described on the Individual Education Plan (IEP). Specialized instruction is provided by qualified professionals and takes place in various environments, including the general classroom. This specialized instruction may include learning to use Braille and assistive technology tools effectively. Orientation and mobility services are provided to students who are blind or visually impaired in order to enable them to move safely within their environments.

### 2015/16 Objectives

- To assist in the adaptation of curriculum materials through utilization of Braille, large print materials, Bookshare and other technology resources.
- To provide professional development for teachers and education assistants in strategies to ensure appropriate instruction for all students.

### Services to the Visually Impaired Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Teachers	1.00	1.00	\$ 60,612	\$ 58,514	\$ (2,098)
Employment Contract Staff	1.00	1.00	28,244	28,508	264
Benefits			27,984	29,116	1,132
Supplies & Materials			3,285	3,285	-
Total	2.00	2.00	\$ 120,125	\$ 119,423	\$ (702)

### Effect of the FY16 Budget on Program

The adopted budget will:

- Maintain services for eligible students with vision loss.

### 2014/15 Accomplishments

Significant accomplishments during the 2014/ 15 school year included:

- Providing professional development in the use and implementation of Bookshare as a resource for students with vision impairments.
- Providing services for eligible students as described in their Individual Education Programs (IEP).
- Providing professional development and support for general education teachers regarding the needs of individual students with vision impairments to support their success in general education environments.

# SPECIAL EDUCATION FUND

## Program: Services to the Hearing Impaired

Services are provided to students who are identified as deaf or hard of hearing based on information obtained through evaluation in accordance with the Individuals with Disabilities Education Act. Services are documented on the Individual Education Program (IEP) for each student. These services may take the form of specialized instruction in one-on-one settings or small groups within the classroom setting. Services encompass hearing aid monitoring, interpreting services, developing classroom accommodations for students and providing training for classroom teachers.

### 2015/16 Objectives

- Provide general education teachers with information on instruction for students with hearing loss in their classrooms.
- Support awareness of services necessary to support students with hearing loss in general and special education classrooms.
- Provide input in literacy initiatives regarding the unique needs of students with hearing loss.

### Services to the Hearing Impaired Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Teachers	2.00	2.00	\$ 79,357	\$ 78,957	\$ (400)
Employment Contract Staff	8.50	8.50	280,216	287,594	7,378
Classified Other Hourly			23,378	24,182	804
Benefits			116,315	123,989	7,674
Purchased Services			28,700	28,700	-
Supplies & Materials			6,890	6,890	-
<b>Total</b>	<b>10.50</b>	<b>10.50</b>	<b>\$ 534,856</b>	<b>\$ 550,312</b>	<b>\$ 15,456</b>

### Effect of the FY16 Budget on Program

The adopted budget will:

- Maintain services to students across the District identified as deaf or hard of hearing.

## **2014/15 Accomplishments**

Significant accomplishments during the 2014/ 15 school year included:

- Providing itinerant services for eligible students as described in their Individual Education Program (IEP).
- Providing services at the elementary level in a classroom setting with instruction provided by Teacher of the Deaf/ Hard of Hearing delivering direct instruction in core subject areas.
- Providing professional development in the unique language needs of young students with cochlear implants.
- Providing professional development in strategies to provide reading instruction to students with hearing loss.

# SPECIAL EDUCATION FUND

## Program: Therapy Services

Physical Therapy and Occupational Therapy Services are related services provided to eligible students with disabilities in the areas of gross and fine motor skills at all levels across the District. Students' eligibility is based on information obtained through the evaluation process in accordance with the Individuals with Disabilities Education Act. Services are provided to enable these students with motor impairments to participate in the general curriculum and are documented on the Individual Education Program (IEP) for each student. These services may take the form of direct one-on-one therapy or in a small group within the classroom setting.

Students with needs for assistive technology services, as determined through the evaluation process, often receive assistance through these therapists in selecting, designing, fitting and adapting assistive technology devices.

### 2015/16 Objectives

- Provide professional development in areas of need to ensure appropriate therapy for all students.
- Provide support and accommodations to students with needs for assistive technology.
- Collaborate with classroom teachers on addressing the needs of students with motor skill deficits within the general classroom.

### Therapy Services Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Employment Contract Staff	17.30	17.30	\$ 1,165,468	\$ 1,192,893	\$ 27,425
Classified Other Hourly			15,300	15,826	526
Benefits			369,836	392,914	23,078
Purchased Services			12,000	12,000	-
Supplies & Materials			11,824	11,824	-
<b>Total</b>	<b>17.30</b>	<b>17.30</b>	<b>\$ 1,574,428</b>	<b>\$ 1,625,457</b>	<b>\$ 51,029</b>

### Effect of the FY16 Budget on Program

The adopted budget will:

- Maintain physical and occupational therapy as a related services to students determined eligible across the District, B-21 years of age.

## **2014/15 Accomplishments**

Significant accomplishments during the 2014/ 15 school year included:

- Providing on-going specialized training for Education Assistants working with students with significant motor issues in safely lifting, transferring and positioning students in various educational environments.
- Providing on-going specialized training for Education Assistants working with students with significant cognitive and motor delays that impact their ability to eat their meals independently.
- Maintaining an on-going professional learning site that includes a District-wide inventory of equipment and a check-out system for therapists, and research on strategies and treatment for therapists' use and as a resource for teachers.
- Providing professional development for therapy staff in providing foundational exercises and offering support for the sensory and motor systems to increase the likelihood of student success.

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# SPECIAL EDUCATION FUND

## Program: Psychological Services

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The School Psychology staff is responsible for evaluating students in the District to determine eligibility for special education services in accordance with the Individuals with Disabilities Education Act. There are approximately 1,600 evaluations completed during the school year.

In addition, psychology staff interprets evaluation results and consult with IEP teams to determine eligibility and appropriate programs for students. They serve as a resource to behavior teams and are often involved in Student Assistance Teams within their buildings.

### 2015/16 Objectives

- Conduct evaluations for initial eligibility and required re-evaluations every three years for students receiving special education services in the District.
- Participate as team members in evaluating Autism Spectrum Disorder and Traumatic Brain Injury.
- Provide consultation for general education and special education teachers in addressing the instructional needs of students with specific areas of disability.
- Provide professional development to ensure appropriate instruction for all students.

### Psychological Services Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Teachers	8.85	10.85	\$ 547,764	\$ 661,882	\$ 114,118
Teacher Extra Pay (Point System)			2,099	2,137	38
Benefits			172,588	223,956	51,368
Purchased Services			6,500	6,500	-
Supplies & Materials			39,500	13,000	(26,500)
<b>Total</b>	<b>8.85</b>	<b>10.85</b>	<b>\$ 768,451</b>	<b>\$ 907,475</b>	<b>\$ 139,024</b>

### Effect of the FY16 Budget on Program

- Maintain psychological evaluation services to students across the District to determine eligibility for special education.

### 2014/15 Accomplishments

Significant accomplishments during the 2014/ 15 school year included:

- Providing evaluation services to an increased number of students across the District, used in determining initial and on-going eligibility for special education.
- Providing professional development in assessing and identifying students with autism spectrum disorder and the unique social language needs of these students.
- Providing resources and support to general education and special education teachers to address the instructional needs of students with specific disabilities.

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# SPECIAL EDUCATION FUND

## Program: Out of District Placement Program

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Out of district placements include behavioral, vocational, or other specialized programs for students who cannot benefit from curriculum and programmatic offerings available within the Sioux Falls School District continuum of offerings.

### 2015/16 Objectives

- Provide educational programming for students' with specialized needs whom as a result of their disability a free appropriate public education could not be provided in a program within the Sioux Falls School District continuum of alternatives.
- Continue to reduce the reliance on out-of-district placements through the development of school-based programs to meet students' needs.

### Out of District Placement Program Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Purchased Services			\$ 1,722,320	\$ 1,872,320	\$ 150,000
Total	-	-	\$ 1,722,320	\$ 1,722,320	\$ 150,000

### Effect of the FY16 Budget on Program

The adopted budget will:

- Maintain services to students with disabilities at the current programming level and assure the Sioux Falls School District provides the full continuum of services as required in the Individuals with Disabilities Education Improvement Act (2004).

### 2014/15 Accomplishments

Significant accomplishments during the 2014/ 15 school year included:

- Based on increased student need, additional youth required out-of-district services during the 2014-2015 school year and a free appropriate public education was provided to them.

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# SPECIAL EDUCATION FUND

## Program: Adaptive Physical Education Program

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Adaptive Physical Education is designed and implemented to meet unique learning needs of students with special needs.

### 2015/16 Objectives

- Provide physical education programs for students with significant cognitive disabilities or other motor difficulties that limit students' participation in general physical education classrooms.

### Adaptive Physical Education Program Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Teachers	4.10	4.10	\$ 192,837	\$ 182,992	\$ (9,845)
Benefits			60,028	61,077	1,049
Supplies & Materials			5,000	5,000	-
Total	4.10	4.10	\$ 257,865	\$ 249,069	\$ (8,796)

### Effect of the FY16 Budget on Program

The adopted budget will:

- Maintain supplemental physical education programs to students with significant cognitive disabilities.

### 2014/15 Accomplishments

Significant accomplishments during the 2014/ 15 school year included:

- Providing services to students requiring alternate programs in physical education.



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# SPECIAL EDUCATION FUND

## Program: Extended School Year

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The Extended School Year (ESY) program is offered to eligible students. Eligibility is determined through examination of data demonstrating progress on goals identified on students' Individual Education Programs (IEP). Students who demonstrate significant regression during the summer months and over extended breaks and fail to recoup the loss of skills within a reasonable amount of time are eligible

### 2015/16 Objectives

- Provide an extended school year program that assists students in regaining skills lost during extended periods of absence from instruction.
- Provide related services to support eligible students in the extended school year program.

### Extended School Year Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Education Assistants	-	-	\$ 58,476	\$ 59,563	\$ 1,087
Substitute Teachers			2,712	2,743	31
Teacher Other Hourly			110,559	113,242	2,683
Classified Other Hourly			8,924	9,230	306
Other Temporary Pay			21,200	21,200	-
Benefits			36,785	38,354	1,569
Supplies & Materials			6,720	6,720	-
<b>Total</b>	-	-	<b>\$ 245,376</b>	<b>\$ 251,052</b>	<b>\$ 5,676</b>

### Effect of the FY16 Budget on Program

The adopted budget will:

- Maintain extended school year services to eligible students.

### 2014/15 Accomplishments

Significant accomplishments during the 2014/ 15 school year included:

- Providing opportunities for students eligible for extended school year services for direct instruction and related services.

# SPECIAL EDUCATION FUND

## Program: Health Services

The Sioux Falls School District provides health assessment and services to students with disabilities when the student cannot access education services unless health services are provided. School Health Services are considered to be essential services for children with special education needs. Nurses provide services such as ventilator/ tracheotomy care, suctioning, catheterization, tube feeding, medication administration, vision and hearing screening, adaptive behavior assessment, social/ health history assessment and health education counseling. Services to the student may be intermittent in nature or require on site nursing care including during transportation.

### 2015/16 Objectives

- To provide individual and group student education/ support to address concerns regarding physical and behavioral health issues that impact wellness and education for all special needs children.
- To continue to work with the school, health care and community agencies/ services to meet the health needs of students with special needs.
- To strengthen the provision of the medial-social evaluations through staff development and peer coaching.
- To continue to participate through SAT and IEP meetings to support individual student health services.

### Health Services Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Administrative Staff	0.50	0.50	\$ 43,052	\$ 45,371	\$ 2,319
Teachers	9.70	11.60	426,836	514,255	87,419
Clerical Staff	0.50	0.50	12,043	12,305	262
Substitute Teachers			6,629	6,707	78
Teacher Other Hourly			22,099	22,319	220
Benefits			155,022	196,096	41,074
Supplies & Materials			13,000	13,000	-
<b>Total</b>	<b>10.70</b>	<b>12.60</b>	<b>\$ 678,681</b>	<b>\$ 810,053</b>	<b>\$ 131,372</b>

### Effect of the FY16 Budget on Program

The adopted budget will:

- Maintain services at the FY15 level; providing direct nursing care to students with disabilities.

## **2014/15 Accomplishments**

Significant accomplishments during the 2014/ 15 school year included:

- Providing direct services including transport care to a number of students who require a nurse on site due to medically complex health needs.
- Completing medical social assessments for new students evaluated for special education services and those needing a 3-year evaluation including participation on the special teams for early childhood, autism and traumatic brain injury.
- Working with numerous staff members, community agencies, individuals and organizations to provide a variety of interventions and services to students and their families.

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# **SPECIAL EDUCATION FUND**

## **Program: Staff Services**

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The Staff Services budget provides funds for staff training, curriculum development and the purchase of related instructional materials during the initial implementation including technology, travel to administrator-requested workshops, mileage between assigned worksites, substitute teacher pay, extra pay for required after-school meetings, roving on-staff education assistant substitutes, instructional coaches to enhance special education teacher retention and instruction, leadership training intern program, provides programmer time to develop and revise special education required documents, and contingency positions for unanticipated increases in student numbers.

Special Education administrators assess staff training needs annually, as required by state and federal regulations. Each year a program of targeted professional development is designed to address topics identified on the needs assessment, along with updates on compliance issues and training that is designed to address the needs of specific students. Curriculum development is completed according to the Sioux Falls School District calendar of study and in coordination with the general education study.

### **2015/16 Objectives**

- Providing for the study work and implementation for fundamentals of art and music in the fine arts study.
- Provide for committees to begin studying English Language Arts for students with disabilities.
- Provide specialized professional development for staff in specialized areas such as autism, Crisis Prevention Intervention (CPI), curriculum training, and other topics related to students with disabilities and special education procedures.
- Allow for contingency staff to address caseload overload that may occur as a result of unanticipated increases in student numbers.
- Implement a portion of the Leadership Development Institute to provide specific training in understanding special education and the needs of students with disabilities to all new district leaders.
- Provide instructional coaches to support new special education teachers and instructional support to all special education teachers across the Sioux Falls School District.
- Revise and develop special education compliant documents and forms consistent with the Individuals with Disabilities Education Improvement Act (2004) and State Administrative Rules.
- Provides for technology replacement consistent with the Sioux Falls School District standards plan.

## Staff Services Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Teachers (contingency)	7.50	7.50	\$ 360,155	\$ 360,650	\$ 495
Employment Contract Staff	4.00	4.50	226,591	257,775	31,184
Education Assistants	7.88	7.88	127,344	132,202	4,858
Substitute Teachers			357,859	362,101	4,242
Teacher Other Hourly			124,014	86,536	(37,478)
Other Temporary Pay			35,000	30,000	(5,000)
Benefits			268,489	288,595	20,106
Purchased Services			160,000	123,000	(37,000)
Supplies & Materials			150,000	130,000	(20,000)
Equipment			150,000	150,000	-
<b>Total</b>	<b>19.38</b>	<b>19.88</b>	<b>\$ 1,959,452</b>	<b>\$ 1,920,859</b>	<b>\$ (38,593)</b>

## Effect of the FY16 Budget on Program

The adopted budget will:

- Supports activities required to meet contractual and compliance obligations.
- Provides for the curriculum study, development and implementation of specialized fundamentals of reading and art courses and the first year of study for English Language Arts.
- Adds .5 intern-in-training.

## 2014/15 Accomplishments

Significant accomplishments during the 2014/ 15 school year included:

- Providing instructional coaches to all special education teachers in their first three years of employment in the Sioux Falls School District.
- Providing specialized training in the evaluation of students suspected as having autism to ten school psychologists and speech therapists to assure the District's compliance with new South Dakota eligibility administrative rules.
- Researching and implementing assistive technology extensions/ applications for the Chromebook to support accessibility to students with disabilities.
- Continuing to meet contractual and compliance obligations.

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# SPECIAL EDUCATION FUND

## Program: Transportation Services

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The Sioux Falls School District provides transportation for students with disabilities when the Special Education Placement Committee determines that the student could not access Special Education services if transportation were not provided as a related service.

Approximately 1,050 students (early childhood and eligible kindergarten through 12<sup>th</sup> graders) are transported between home and school as well as to alternate sites for special education and related services. The majority of students are transported on school buses that have special equipment to accommodate students' needs. Approximately 70 students are transported by taxi or Sioux Falls Paratransit when it is more time or cost efficient.

### 2015/16 Objectives

- Transport students with disabilities to school safely and ready to learn.
- Double run buses and combine routes where possible to serve multiple schools.

### Transportation Services Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Specialists	0.50	0.50	\$ 27,764	\$ 28,845	\$ 1,081
Benefits			8,250	9,463	1,213
Purchased Services			1,945,702	1,985,235	39,533
<b>Total</b>	<b>0.50</b>	<b>0.50</b>	<b>\$ 1,981,716</b>	<b>\$ 2,023,543</b>	<b>\$ 41,827</b>

### Effect of the FY16 Budget on Program

The adopted budget will:

- Provide students with disabilities transportation to elementary, middle, and high schools.

### 2014/15 Accomplishments

Significant accomplishments during the 2014/ 15 school year included:

- Transporting students, safely, efficiently and on time.

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# **SPECIAL EDUCATION FUND**

## **Program: Central Administration Services**

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The Sioux Falls School District Special Education Program – serving over 3,642 students is larger than the majority of the school districts in South Dakota. Directing a program of this size and that is literally a “district within a district” calls for an effective leadership plan.

Central Administration staff members:

- Manage the Special Education Fund to assure a comprehensive system of services to provide a free and appropriate public education to all students with disabilities
- Oversee the training and allocation of Special Education personnel
- Generate revenue and reimbursements
- Assure that programs comply with state and federal mandates
- Maintain student accounting for federal and state reporting requirements
- Provide technical assistance in developing Individual Education Programs (IEPs) for students
- Develop and implement special education curriculum and accommodations/ modification to the regular curriculum; explore and implement research-based, evidenced interventions and strategies to support students with disabilities
- Assess progress of special education students
- Resolve IEP disputes
- Supervise staff members who work outside of regular attendance centers (i.e. Summit Oaks, Community Campus, Flex, Success Academy, Juvenile Detention Center, S.D. State Penitentiary, and Volunteers of America - Dakotas)
- Supervise itinerant staff who travel among buildings (i.e. psychologists, occupational and physical therapists, teachers of the deaf and visually impaired)

### **2015/16 Objectives**

- Lead the study work and implementation for fundamentals of art and music in the fine arts study.
- Lead the study of English Language Arts for students with disabilities.
- Implement strategies toward achieving the State Performance Plan accountability target to assure the Sioux Falls School District “meets the standards” of the State.
- Explore systems for an electronic special education cumulative record.

## Central Administration Services Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Administrative Staff	6.00	6.50	\$ 661,957	\$ 678,182	\$ 16,225
Teachers	1.00	1.00	57,160	51,912	(5,248)
Specialists	1.50	1.50	67,082	57,385	(9,697)
Executive Assistants	1.00	1.00	42,552	43,549	997
Clerical Staff	5.00	5.00	146,031	153,486	7,455
Teacher Other Hourly			-	28,785	28,785
Classified Other Hourly			5,073	5,247	174
Overtime			257	265	8
Benefits			308,879	328,088	19,209
Purchased Services			24,828	27,587	2,759
Supplies & Materials			8,418	8,418	-
Dues & Fees			2,100	2,100	-
<b>Total</b>	<b>14.50</b>	<b>15.00</b>	<b>\$ 1,324,337</b>	<b>\$ 1,385,004</b>	<b>\$ 60,667</b>

## Effect of the FY16 Budget on Program

The adopted budget will:

- Research, develop and implement fundamentals of music and art curriculum in the fine arts study.
- Begin the research of curriculum committees in the English Language Arts curriculum study.
- Provide training and support to special education teachers through instructional coaches.
- Support building staff in problem-solving individual cases where a free appropriate public education is being questioned.
- Develop procedures and computer assisted tools to support staff in implementing the IDEIA compliantly.
- Generate revenues and reimbursements within State and Federal required documenting systems.

## 2014/15 Accomplishments

Significant accomplishments during the 2014/ 15 school year included:

- Implementing procedures and strategies that resulted in the Sioux Falls School District being determined “to meet the requirements” according to the State of South Dakota’s annual rating of the District’s performance according to the data on the State Performance Plan.
- Transitioning student and staff from specialized programs across the Sioux Falls School District to one location at Axtell Park Building.



### **2014/15 Accomplishments (continued)**

- Providing leaders in the implementation of procedures and specialized training in the evaluation of students suspected as having autism to ten school psychologists and speech therapists to assure the District's compliance with new South Dakota eligibility administrative rules.
- Researching and implementing assistive technology extensions/ applications for the Chromebook to support accessibility to students with disabilities.

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# SPECIAL EDUCATION FUND

## Program: Committed Funds

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The costs for early retirement, legal fees, and liability insurance for special education staff have been included in the expenditures of the Special Education Fund.

### Committed Funds Budget

BUDGET DATA	FTE FY15	FTE FY16	Budget FY15	Budget FY16	Increase/ (Decrease) from Prior Year
Early Retirement			\$ 235,000	\$ 226,218	\$ (8,782)
Legal Fees			2,000	2,000	-
Liability Insurance			57,000	45,000	(12,000)
Unclassified Expense			5,000	5,000	-
Total	-	-	\$ 299,000	\$ 278,218	\$ (20,782)