
SPECIAL EDUCATION FUND

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SPECIAL EDUCATION FUND

The Special Education expenditure budget for 2015/2016 was \$37,453,126.00. With that budget, the Special Education Department served a population of 3,717 students, Birth through age 21, with disabilities based on the State's annual unduplicated December 1 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 targeted instruction services in skill-based areas in the resource room for students who need a small-group learning setting for a portion of their day. Cluster and Behavior Program programs (self-contained setting) 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 the Horace Mann and Axtell Park buildings. 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 South, Lutheran Social Services Summit Oaks, the Juvenile Detention Center and the South Dakota 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 699.26 FTE Special Education staff members for 2016/2017, 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 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 with membership unique to the student and consisting of parents, teachers, building administrators and related services personnel (if appropriate).
- 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 individualized programs for students with disabilities that provide educational benefit for 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.
- Studying and organizing 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 FY17 by \$760,385. Local taxes comprise 29.4 percent of Special Education revenues. Over 45 percent of Special Education revenues are from state sources. State sources are expected to increase this year by \$3,026,015. Federal revenues are expected to increase by \$3 million. The District is projecting to spend just over \$1.6 million from the Special Education Fund Cash Balance during FY17.

FY17 Special Education Fund Revenues

Source	Budget FY16	Budget FY17	Increase/ (Decrease)
Local Property Taxes	\$ 11,984,047	\$ 12,744,432	\$ 760,385
State Revenue	16,736,166	19,762,181	3,026,015
Federal Revenue	5,166,000	8,166,000	3,000,000
Other Local Sources	3,566,913	2,566,798	(1,000,115)
Total Revenue	\$ 37,453,126	\$ 43,239,411	\$ 5,786,285

SPECIAL EDUCATION FUND

Revenues

Property Taxes

Source	Budget FY16	Budget FY17	Increase/ (Decrease)
Property Taxes	\$11,984,047	\$12,744,432	\$ 760,385
Total Revenue	\$11,984,047	\$12,744,432	\$ 760,385

State Sources

Source	Budget FY16	Budget FY17	Increase/ (Decrease)
Formula State Aid	\$16,706,166	\$19,732,181	\$ 3,026,015
Other State Revenue	-	-	-
Tuition Paid by State	30,000	30,000	-
Total Revenue	\$16,736,166	\$19,762,181	\$ 3,026,015

Federal Sources

Source	Budget FY16	Budget FY17	Increase/ (Decrease)
Restricted Federal Grants in Aid	\$5,166,000	\$8,166,000	\$3,000,000
Total Revenue	\$5,166,000	\$8,166,000	\$3,000,000

Other Local Sources

Source	Budget FY16	Budget FY17	Increase/ (Decrease)
Tuition Revenue	\$ 137,000	\$ 137,000	\$ -
Interest Income	20,000	20,000	-
Mobile Home Tax	8,000	8,000	-
Medicaid	740,000	740,000	-
Penalties & Interest on Taxes	12,000	12,000	-
Cash from Fund Balance	2,649,913	1,649,798	(1,000,115)
Total Revenue	\$ 3,566,913	\$ 2,566,798	\$(1,000,115)

SPECIAL EDUCATION FUND

Expenditures

Program	FTE FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease)
Early Childhood	20.85	22.90	\$ 1,960,882	\$ 2,015,800	\$ 54,918
Early Childhood Screen/Evaluation	3.48	3.48	226,577	241,330	14,753
Early Intervening Services - Federal	11.50	11.50	782,825	831,104	48,279
Early Intervening Services - State/Local	10.48	12.29	736,109	726,108	(10,001)
Elementary Special Education	195.91	214.99	7,780,486	9,437,944	1,657,458
Elementary Behavior Program	27.34	36.71	1,245,992	1,730,129	484,137
Middle School Special Education	90.05	98.34	3,754,652	4,352,395	597,743
High School Special Education	94.06	103.16	3,940,047	4,700,830	760,783
K-12 Building Support Behavior Program	18.71	15.89	904,134	868,881	(35,253)
Secondary Behavior Program	29.19	31.32	1,513,228	1,707,310	194,082
Community Campus	12.29	12.29	723,974	761,533	37,559
Speech Therapy	28.70	28.70	1,844,193	2,011,523	167,330
Services to Visually Impaired	2.00	2.00	119,423	137,772	18,349
Services to Hearing Impaired	10.50	12.50	550,312	663,624	113,312
Occupational/Physical Therapy	17.30	18.30	1,625,457	1,836,994	211,537
Psychological Services	10.85	10.85	907,475	972,278	64,803
Penitentiary Program	0.50	0.50	47,242	48,015	773
Out of District Placements	-	-	1,872,320	1,928,570	56,250
Adaptive Physical Education	4.10	4.56	249,069	303,253	54,184
Extended Year Program	-	-	251,052	258,830	7,778
Health Services	12.60	12.60	810,053	879,137	69,084
Staff Services	19.88	31.88	1,920,859	3,068,462	1,147,603
Transportation Services	0.50	0.50	2,023,543	2,083,022	59,479
Central Administration	15.00	14.00	1,385,004	1,392,217	7,213
Committed Funds	-	-	278,218	282,350	4,132
Total Special Education Fund	635.79	699.26	\$ 37,453,126	\$ 43,239,411	\$ 5,786,285

SPECIAL EDUCATION FUND

Program: Early Childhood Education

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 R. F. 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 child's natural environment/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 schedule alternatives (i.e. full day programming) or specialized early childhood classrooms to meet the individual and diverse needs of the young child.

The Early Childhood Special Education program is an initial Special Education placement. Approximately 276 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 182 will transition into elementary level programming at the end of the year. This past year, approximately 125 infants and toddlers were served in natural environments through a home-based service delivery model.

2016/17 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 FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Administrative Staff	0.60	0.60	\$ 57,802	\$ 61,055	\$ 3,253
Teachers	7.00	7.00	371,708	390,169	18,461
Specialists	8.05	7.60	244,361	237,422	(6,939)
Clerical Staff	2.50	5.00	74,221	73,625	(596)
Education Assistants	2.70	2.70	49,224	52,911	3,687
Teacher Other Hourly			35,112	33,072	(2,040)
Classified Other Hourly			5,172	5,349	177
Benefits			270,464	272,371	1,907
Purchased Services			825,412	862,420	37,008
Supplies & Materials			25,787	25,787	-
Dues & Fees			1,619	1,619	-
Total	20.85	22.90	\$ 1,960,882	\$ 2,015,800	\$ 54,918

Effect of the FY17 Budget on Program

The adopted budget will:

- Provide a full continuum of services for young children with disabilities.
- Support the participation of young children with disabilities in inclusive blended classrooms.

2015/16 Accomplishments

Significant accomplishments during the 2015/16 school year included:

- Providing a full continuum of services to meet the individual needs of young children with disabilities.
- Supporting the transition of approximately 182 early childhood students to kindergarten for the 2016/2017 school year.
- Developing successful partnerships with Avera Family Wellness to support the emotional and mental health needs of children and their families.
- Developing successful partnership with Sanford and University of South Dakota (USD) to implement the Harmony program in the Early Childhood classrooms to support the development of social-emotional skills.
- Continuing to focus and improve on classroom teachers' levels of instruction supported by CLASS observation scores.

SPECIAL EDUCATION FUND

Program: Early Childhood Education—Screen/ Evaluation

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 2,458 children were screened this past year. Based on the results of the screen and other referrals, approximately 416 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.

2016/17 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 manner.

Early Childhood Education—Screen/Evaluation Budget

BUDGET DATA	FTE FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Teachers	1.60	1.60	\$ 83,133	\$ 90,424	\$ 7,291
Specialists	1.00	1.00	40,609	43,152	2,543
Clerical Staff	0.88	0.88	26,871	28,703	1,832
Teacher Other Hourly			10,100	10,097	(3)
Classified Other Hourly			2,068	2,139	71
Benefits			51,796	54,815	3,019
Supplies & Materials			12,000	12,000	-
Total	3.48	3.48	\$ 226,577	\$ 241,330	\$ 14,753

Effect of the FY17 Budget on Program

The adopted budget will:

- Maintain the number of screen and evaluation appointments offered to the public at the 2015/2016 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.

2015/16 Accomplishments

Significant accomplishments during the 2015/16 school year included:

- Delivering of approximately 2,458 developmental screenings to children in our community.
- Completing approximately 416 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.
- Maintaining compliance with evaluation procedures for Special Education.

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 (SFSFSD) has utilized these CEIS dollars to implement literacy interventions with struggling high school readers utilizing the Access Code and FAME researched intervention curriculum in small group classroom sessions. Behavior analysis, intervention plan development services and training for implementation and data gathering are provided kindergarten through high school at all schools through District 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.

2016/17 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 their skills for career and college readiness.

Early Intervening Services (state/local) Budget

BUDGET DATA	FTE FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Teachers	7.67	6.67	\$ 395,976	\$ 310,919	\$ (85,057)
Specialists	2.81	5.62	128,006	208,429	80,423
Substitute Teachers			8,358	8,542	184
Teacher Other Hourly			8,296	8,376	80
Benefits			177,473	171,842	(5,631)
Purchased Services			6,500	6,500	-
Supplies & Materials			11,500	11,500	-
Total	10.48	12.29	\$ 736,109	\$ 726,108	\$ (10,001)

Effect of the FY17 Budget on Program

The adopted budget will:

- Provide research-based reading interventions at the three traditional high schools for non-proficient readers who do not have identified disabilities in reading.
- Increases the time District behavior teams are available to conduct behavior analysis and provide intervention strategies based on individual general education student needs whose behavior and pro-social challenges interfere in their school engagement in all schools kindergarten through 12th grade.

2015/16 Accomplishments

Significant accomplishments during the 2015/16 school year include:

- Providing assistance to sixty-eight students' building teams in analyzing behavior, developing an intervention plan and training staff to implement the plan with fidelity and collect data to assess each student's progress toward achieving the behavior goal/s.
- Implementing research-based reading interventions through the FAME and Access Code Programs at three high schools to meet the needs of all non-proficient readers.

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.

2016/17 Objectives

- To provide research-based literacy intervention (System 44 and Read 180 at Middle School and Access Code in Elementary School) 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 FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Teachers	11.50	11.50	\$ 540,443	\$ 581,313	\$ 40,870
Substitute Teachers			8,956	9,153	197
Teacher Other Hourly			1,871	1,889	18
Benefits			183,512	190,706	7,194
Purchased Services			38,043	38,043	-
Supplies & Materials			10,000	10,000	-
Total	11.50	11.50	\$ 782,825	\$ 831,104	\$ 48,279

Effect of the FY17 Budget on Program

The adopted budget will:

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

2015/16 Accomplishments

Significant accomplishments during the 2015/16 school year include:

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

SPECIAL EDUCATION FUND

Program: Elementary Special Education

Elementary Special Education Programs provide continuum of services to approximately 1,220 students in resource rooms and 80 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, Susan B. Anthony 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 State Standards through Core Content 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).

2016/17 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 curriculum pilot programs.
- Expand the special education service delivery model for resource elementary special education services to the 2nd grade level during the 2016-17 school year. Collect and use data from the K-2 models to develop service delivery plans for 3rd grade in the 2017-18 school year.
- Implement modified primary resource allocation model and collect effectiveness data.

Elementary Special Education Program Budget

BUDGET DATA	FTE FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Teachers	74.46	84.99	\$ 3,415,556	\$ 4,408,613	\$ 993,057
Specialists	13.25	13.25	383,785	402,518	18,733
Education Assistants	108.20	116.75	1,925,302	2,181,761	256,459
Teacher Other Hourly			28,450	27,408	(1,042)
Benefits			1,915,814	2,293,115	377,301
Purchased Services			14,500	14,500	-
Supplies & Materials			97,079	110,029	12,950
Total	195.91	214.99	\$ 7,780,486	\$ 9,437,944	\$ 1,657,458

Effect of FY16 Budget on Program

The adopted budget will:

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

2015/16 Accomplishments

Significant accomplishments during the 2015/16 school year included:

- Providing in classroom instruction with new service delivery plan for 1st grade students with disabilities.
- Implementing, monitoring and collecting data on pilot programs with resource and cluster classroom teachers.
- Researching best practices for students needing reading and writing intervention with the district wide English Language Arts curriculum study.
- Implementing a common teaching spreadsheet scheduling document to track resource teacher instructional minutes.

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.

2016/17 Objectives

- Convene the middle school English Language Arts (ELA) committee to complete working on the ELA curriculum study.
- Assemble a social studies committee to begin reviewing the curriculum needs in social studies courses including vocational skills and social skills.
- 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 FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Teachers	40.29	43.34	\$ 1,760,991	\$ 2,075,401	\$ 314,410
Specialists	6.00	6.00	173,789	182,272	8,483
Education Assistants	43.76	49.00	778,482	915,685	137,203
Teacher Extra Pay (Point System)			9,992	10,084	92
Benefits			908,809	1,040,032	131,223
Purchased Services			57,000	60,000	3,000
Supplies & Materials			62,153	65,485	3,332
Dues & Fees			3,436	3,436	-
Total	90.05	98.34	\$ 3,754,652	\$ 4,352,395	\$ 597,743

Effect of the FY17 Budget on Program

The adopted budget will:

- Support staffing and instructional programming for comprehensive special education programming at the middle school.
- Maintain current caseload allocations for middle school students with special needs.
- Continue monitoring and support for the continuum of services at the middle school.

2015/16 Accomplishments

Significant accomplishments during the 2015/16 school year included:

- Convening the middle school English Language Arts (ELA) curriculum committee and reviewing resources.
- Providing classroom and building level support for comprehensive special education programming.

SPECIAL EDUCATION FUND

Program: High School Special Education

The High School Special Education program supports academic, behavioral, and social skills instruction for students with mild to severe challenges. Programs at all three high schools (Lincoln, Roosevelt, and Washington) provide core content skill instruction and remediation through a comprehensive continuum of services which include:

- Co-taught courses: general education and special education teachers share instruction in the general education curriculum.
- Modified courses: special education teachers provide core content instruction and skill development in a modified curriculum.
- Alternate courses: special education teachers provide instruction based on alternate standards and curriculums, including life skills, employability, and/or vocational skills.

Additionally, all students have opportunities for integrated learning experiences throughout their school day.

Students at Sioux Falls New Tech High receive accommodations and support through their IEPs while participating in the general education curriculum.

2016/17 Objectives

- Convene the high school English Language Arts (ELA) committee to complete working on the ELA curriculum study.
- Assemble a social studies committee to begin reviewing the curriculum needs in social studies courses including vocational skills, employability, and social skills.
- Continue to provide a continuum of services to meet the individual learning needs of students eligible for special education services.

High School Special Education Program Budget

BUDGET DATA	FTE FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Teachers	45.18	49.04	\$ 1,987,545	\$ 2,430,664	\$ 443,119
Specialists	3.00	3.00	86,894	91,136	4,242
Education Assistants	45.88	51.12	816,295	955,301	139,006
Teacher Extra Pay (Point System)			6,347	6,406	59
Benefits			968,796	1,138,556	169,760
Purchased Services			11,223	11,223	-
Supplies & Materials			62,947	67,544	4,597
Total	94.06	103.16	\$ 3,940,047	\$ 4,700,830	\$ 760,783

Effect of FY16 Budget on Program

The adopted budget will:

- Support staffing and instructional programming for comprehensive special education programming at the middle school.
- Maintain current caseload allocations for high school students with special needs.
- Continue monitoring and support for the continuum of services at the high school.
- Implementation of a secondary integrationist to support teachers working with students with autism and/or students using assistive technology.

2015/16 Accomplishments

Significant accomplishments during the 2015/16 school year included:

- Convening the high school English Language Arts (ELA) curriculum committee and reviewing resources.
- Providing classroom and building level support for comprehensive special education programming.

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.

2016/17 Objectives

- Continue to develop educational opportunities that simulate real-life experiences in order to prepare students for transition to adulthood.
- Continue to explore meaningful and purposeful work, independent living, and community experiences for students ages 18-21 with significant disabilities.

Community Campus Budget

BUDGET DATA	FTE FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Teachers	3.00	3.00	\$ 143,090	\$ 153,418	\$ 10,328
Specialists	4.38	4.38	114,107	119,340	5,233
Employment Contract Staff	4.00	4.00	177,473	187,619	10,146
Education Assistants	0.91	0.91	25,485	26,674	1,189
Teacher Other Hourly			2,348	2,427	79
Classified Other Hourly			10,707	11,458	751
Other Temporary Pay			16,980	16,980	-
Benefits			155,180	163,084	7,904
Purchased Services			64,304	66,233	1,929
Supplies & Materials			12,650	12,650	-
Dues & Fees			1,650	1,650	-
Total	12.29	12.29	\$ 723,974	\$ 761,533	\$ 37,559

Effect of the FY17 Budget on Program

The adopted budget will:

- Maintain staffing to support instruction in vocational and employment programming for students with disabilities who have earned their 22 high school credits and need continued transitional supports to gain independence.
- Continue to support students' employability skills by offering real life job experiences in both the volunteer and competitive wage form.

2015/16 Accomplishments

Significant accomplishments during the 2015/16 school year included:

- Developing job opportunities in the transitional work experience area to assist students who needed additional work supports.
- Reviewing and clarifying procedures for transition planning between the Sioux Falls School District high schools and the Community Campus.

SPECIAL EDUCATION FUND

Program: Penitentiary Program

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 FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Teachers	0.50	0.50	\$ 21,892	\$ 22,439	\$ 547
Teacher Other Hourly			8,800	8,800	-
Benefits			8,376	8,602	226
Purchased Services			3,174	3,174	-
Supplies & Materials			5,000	5,000	-
Total	0.50	0.50	\$ 47,242	\$ 48,015	\$ 773

Effect of the FY17 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.

2015/16 Accomplishments

Significant accomplishments during the 2015/16 school year included:

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

SPECIAL EDUCATION FUND

Program: K-12 Building Support Behavior Programs

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:

- Tier II of the behavior intervention framework: The SFSD behavior team observes students to analyze their behaviors, 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.

2016/17 Objectives

- Continue to provide supports to teachers and students by creating plans to decrease student behaviors. These plans are driven by observation, data tracking, and focused implementation to help students stay and succeed in their home schools.
- 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 Building Support Behavior Programs Budget

BUDGET DATA	FTE FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Teachers	5.50	5.50	\$ 246,009	\$ 252,335	\$ 6,326
Specialists	13.21	10.39	414,489	383,507	(30,982)
Benefits			219,111	208,514	(10,597)
Supplies & Materials			14,525	14,525	-
Dues & Fees			10,000	10,000	-
Total	18.71	15.89	\$ 904,134	\$ 868,881	\$ (35,253)

Effect of the FY17 Budget on Program

The adopted budget will:

- Transfer .5 FTE for each specialist and facilitator on the Behavior Teams to the Coordinated Early Intervening Services budget. This was done to balance the need for services between students in regular education and special education.

2015/16 Accomplishments

Significant accomplishments during the 2015/16 school year included:

- Serving over 190 students across the District by creating and helping to implement behavior programs in the home schools.
- Serving over 464 students in the Tier II rooms by providing positive learning environments for students with behavioral challenges.

SPECIAL EDUCATION FUND

Program: Secondary Behavior Program

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 twenty-four 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 school.

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, transitional, and social skills in their classes and may transition back to their home attendance center.

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 Axtell Park. The students earn credit toward graduation requirements by working on skills at their academic level in the regular curriculum, modified curriculum, or online course instruction.

2016/17 Objectives

- Continue to provide structures and supports in self-contained programs to help students whose behavior interferes with their learning to be successful in school.
- Continue to create and utilize different types of programming to challenge students academically with the focus being to graduate.

Secondary Behavior Program Budget

BUDGET DATA	FTE FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Teachers	14.14	15.14	\$ 702,493	\$ 792,052	\$ 89,559
Specialists	5.43	6.56	182,862	227,124	44,262
Education Assistants	9.62	9.62	174,650	187,113	12,463
Teacher Extra Pay (Point System)			2,375	2,398	23
Teacher Other Hourly			42,615	47,433	4,818
Classified Other Hourly			21,721	23,236	1,515
Benefits			363,267	404,709	41,442
Purchased Services			500	500	-
Supplies & Materials			20,220	20,220	-
Dues & Fees			2,525	2,525	-
Total	29.19	31.32	\$ 1,513,228	\$ 1,707,310	\$ 194,082

Effect of the FY17 Budget on Program

The adopted budget will:

- Add 1.0 FTE teacher to the Structured Teach program due to increase of students who need specific and structured programming to be successful.
- Add .875 FTE facilitator to the Structured Teach program due to increase of students who need specific and structured programming to be successful.

2015/16 Accomplishments

Significant accomplishments during the 2015/16 school year included:

- Providing students with the opportunity to work in the community that has led to competitive employment for students.
- Providing computer platforms and direct instruction that challenges students academically and allows them the skills to transition successfully to their home schools and/or to graduate.
- Providing multiple plans to help students learn how to modify their behavior to be successful in the school and community.
- Acclaiming the graduation of five students, four of whom were in their cohort class.

SPECIAL EDUCATION FUND

Program: Elementary Behavior Program

The Bridges and Structured Teach 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 112 students and is housed at Horace Mann Elementary School. The Bridges Program is a joint project of the general and special education funds to serve all students. The Structured Teach Program consists of classrooms with specially designed instruction for students with both significant disabilities and behavioral patterns which interfere with their learning. Both programs emphasize 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.

2016/17 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 Boy's Town Specialized Classroom Management Program with ongoing training and data collection to monitor student progress to enable transition to a less restrictive environment.
- Implement Administrative Intervention procedures for staff providing behavioral intervention with students outside the classroom.
- Move the Garfield Bridges and Structured Teach Programs to Horace Mann Elementary for the 2016-17 school year.

Elementary Special Education Budget

BUDGET DATA	FTE FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Teachers	13.89	16.33	\$ 631,443	\$ 837,646	\$ 206,203
Specialists	2.95	5.13	72,171	149,207	77,036
Clerical Staff	-	0.65	-	20,140	20,140
Education Assistants	10.50	14.60	177,202	222,969	45,767
Teacher Other Hourly			23,942	33,035	9,093
Classified Other Hourly			9,985	15,205	5,220
Other Temporary Pay			7,630	7,900	270
Benefits			300,568	410,126	109,558
Purchased Services			8,606	8,606	-
Supplies & Materials			14,445	25,295	10,850
Total	27.34	36.71	\$ 1,245,992	\$ 1,730,129	\$ 484,137

Effect of the FY17 Budget on Program

The adopted budget will:

- Provide staffing and individualized instruction for students needing a program focusing on instruction in social skills and appropriate behavior.
- Provide Boys Town Specialized Classroom Management Training for all new staff supporting the Bridges and Structured Teach Programs.
- Continue to provide ongoing specialized training and collaboration in Boys Town Specialized Classroom Management and Administrative Intervention.

2015/16 Accomplishments

Significant accomplishments during the 2015/16 school year included:

- Training and implementing the Boys Town Specialized Classroom Management Program for all Bridges and Structured Teach classroom and support staff.
- Providing a collaborative working environment to support the merger of the Garfield and Horace Mann Bridges and Structured Teach Programs.
- Providing a positive learning environment with individualized instruction and social development for student with behavioral challenges

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 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.

2016/17 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 FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Teachers	28.70	28.70	\$ 1,325,085	\$ 1,462,581	\$ 137,496
Teacher Other Hourly			9,432	9,523	91
Benefits			449,026	478,769	29,743
Purchased Services			34,600	34,600	-
Supplies & Materials			26,050	26,050	-
Total	28.70	28.70	\$ 1,844,193	\$ 2,011,523	\$ 167,330

Effect of the FY17 Budget on Program

The adopted budget will:

- Provide speech/language services to all eligible students.

2015/16 Accomplishments

Significant accomplishments during the 2015/16 school year included:

- Creating foundational communication books, using symbols, to facilitate communication for students with significant communication challenges.
- Providing professional development to address increased understanding of the NCS standards (core connectors) requiring all students to have a communication system in place by the time they leave kindergarten.
- Providing professional development in using the ADOS assessment to determine eligibility for special education for students demonstrating behaviors and skills related to Autism and social language.

SPECIAL EDUCATION FUND

Program: Services to the Visually Impaired

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.

2016/17 Objectives

- To provide a full range of services to all students identified with a vision loss, including blindness.
- To assist general education and special education classroom teachers in developing teaching strategies for these students to encourage their success in the least restrictive environment.
- To provide professional development in service delivery to students with vision loss.

Services to the Visually Impaired Budget

BUDGET DATA	FTE FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Teachers	1.00	1.00	\$ 58,514	\$ 63,936	\$ 5,422
Employment Contract Staff	1.00	1.00	28,508	29,842	1,334
Benefits			29,116	30,709	1,593
Supplies & Materials			3,285	13,285	10,000
Total	2.00	2.00	\$ 119,423	\$ 137,772	\$ 18,349

Effect of the FY17 Budget on Program

The adopted budget will:

- Maintain services for eligible students with vision loss.

2015/16 Accomplishments

Significant accomplishments during the 2015/16 school year included:

- Providing assistance in utilizing accommodations for state and District assessments for student with vision loss.
- Providing services for all eligible students with vision loss.

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.

2016/17 Objectives

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

Services to the Hearing Impaired Budget

BUDGET DATA	FTE FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Teachers	2.00	2.00	\$ 78,957	\$ 89,454	\$ 10,497
Employment Contract Staff	8.50	10.50	287,594	361,092	73,498
Classified Other Hourly			24,182	25,868	1,686
Benefits			123,989	151,620	27,631
Purchased Services			28,700	28,700	-
Supplies & Materials			6,890	6,890	-
Total	10.50	12.50	\$ 550,312	\$ 663,624	\$ 113,312

Effect of the FY17 Budget on Program

The adopted budget will:

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

2015/16 Accomplishments

Significant accomplishments during the 2015/16 school year included:

- Meeting the needs of all students identified with hearing loss.
- Developing informal skill-based assessments to assist teachers and IEP teams in determining appropriate accommodations and strategies for 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.

2016/17 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 FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Employment Contract Staff	17.30	18.30	\$ 1,192,893	\$ 1,342,912	\$ 150,019
Classified Other Hourly			15,826	16,930	1,104
Benefits			392,914	444,952	52,038
Purchased Services			12,000	18,200	6,200
Supplies & Materials			11,824	14,000	2,176
Total	17.30	18.30	\$ 1,625,457	\$ 1,836,994	\$ 211,537

Effect of the FY17 Budget on Program

The adopted budget will:

- Maintain services across the District for students identified with significant gross and fine motor skills that require therapeutic interventions.

2015/16 Accomplishments

Significant accomplishments during the 2015/16 school year included:

- Providing therapy services across the District identified with gross and fine motor skills that require therapeutic interventions.
- Providing resources to general and special education teachers on strategies to assist students with sensory deficits in the classroom.

SPECIAL EDUCATION FUND

Program: Psychological Services

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 1,850 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.

2016/17 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 FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Teachers	10.85	10.85	\$ 661,882	\$ 715,313	\$ 53,431
Teacher Extra Pay (Point System)			2,137	2,157	20
Benefits			223,956	233,808	9,852
Purchased Services			6,500	8,000	1,500
Supplies & Materials			13,000	13,000	-
Total	10.85	10.85	\$ 907,475	\$ 972,278	\$ 64,803

Effect of the FY17 Budget on Program

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

2015/16 Accomplishments

Significant accomplishments during the 2015/16 school year included:

- Providing leadership to building teams regarding eligibility determination and instructional strategies for students.
- Providing resources to general and special education teachers regarding strategies to address behavior concerns in the classroom.
- Providing evaluation services in all areas of eligibility.

SPECIAL EDUCATION FUND

Program: Out of District Placement Program

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.

2016/17 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 FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Purchased Services			\$ 1,872,320	\$ 1,928,570	\$ 56,250
Total	-	-	\$ 1,872,320	\$ 1,928,570	\$ 56,250

Effect of the FY17 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).
- Allows for an inflation rate increase of contracted service amounts.

2015/16 Accomplishments

Significant accomplishments during the 2015/16 school year included:

- The Sioux Falls School District continues to provide the required full continuum of service through partnerships with community agencies assuring a free appropriate public education to each student based on their individual needs.

SPECIAL EDUCATION FUND

Program: Adaptive Physical Education Program

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

2016/17 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 FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Teachers	4.10	4.56	\$ 182,992	\$ 225,622	\$ 42,630
Benefits			61,077	72,631	11,554
Supplies & Materials			5,000	5,000	-
Total	4.10	4.56	\$ 249,069	\$ 303,253	\$ 54,184

Effect of the FY17 Budget on Program

The adopted budget will:

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

2015/16 Accomplishments

Significant accomplishments during the 2015/16 school year included:

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

SPECIAL EDUCATION FUND

Program: Extended School Year

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

2016/17 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 FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Education Assistants	-	-	\$ 59,563	\$ 63,070	\$ 3,507
Substitute Teachers			2,743	2,803	60
Teacher Other Hourly			113,242	114,339	1,097
Classified Other Hourly			9,230	9,873	643
Other Temporary Pay			21,200	21,200	-
Benefits			38,354	40,825	2,471
Supplies & Materials			6,720	6,720	-
Total	-	-	\$ 251,052	\$ 258,830	\$ 7,778

Effect of the FY17 Budget on Program

The adopted budget will:

- Provide services to students to assist in maintaining skills over the summer that without instruction they would likely regress.

2015/16 Accomplishments

Significant accomplishments during the 2015/16 school year included:

- Providing extended school year services in areas of academics, behavior, communication, and daily living.

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.

2016/17 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 FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Administrative Staff	0.50	0.50	\$ 45,371	\$ 49,602	\$ 4,231
Teachers	11.60	11.60	514,255	565,300	51,045
Clerical Staff	0.50	0.50	12,305	13,098	793
Substitute Teachers			6,707	6,855	148
Teacher Other Hourly			22,319	22,535	216
Benefits			196,096	208,747	12,651
Supplies & Materials			13,000	13,000	-
Total	12.60	12.60	\$ 810,053	\$ 879,137	\$ 69,084

Effect of the FY17 Budget on Program

The adopted budget will:

- Maintain services at the FY16 level; providing direct nursing care to students with disabilities.

2015/16 Accomplishments

Significant accomplishments during the 2015/16 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 three-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.

SPECIAL EDUCATION FUND

Program: Staff Services

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 as needs, 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.

2016/17 Objectives

- Providing for the research and study work, materials for implementation, and training for the English Language Arts curriculum review with the additional of an administrator intern to lead study and provide technical assistance in curriculum and instruction related areas to special education personnel.
- Provide for committees to begin studying social studies and social skills curriculum for students with disabilities.
- Provide training in the implementation of the Fundamentals of Music and Art curriculum courses.
- 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 building leadership across the Sioux Falls School District.
- 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.
- Revise and develop special education compliant documents and forms consistent with the Individuals with Disabilities Education Improvement Act (IDEA) and State Administrative Rules.
- Provides technology replacement consistent with the Sioux Falls School District standards plan.
- Provides instructional coaches to support new special education teachers and instructional support to all special education teachers across the Sioux Falls School District.

Staff Services Budget

BUDGET DATA	FTE FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Teachers	7.50	8.50	\$ 360,650	\$ 444,200	\$ 83,550
Employment Contract Staff	4.50	5.50	257,775	353,376	95,601
Education Assistants	7.88	7.88	132,202	144,188	11,986
Substitute Teachers		10.00	362,101	799,361	437,260
Teacher Other Hourly			86,536	100,945	14,409
Other Temporary Pay			30,000	30,000	-
Benefits			288,595	498,392	209,797
Purchased Services			123,000	123,000	-
Supplies & Materials			130,000	425,000	295,000
Equipment			150,000	150,000	-
Total	19.88	31.88	\$ 1,920,859	\$ 3,068,462	\$ 1,147,603

Effect of the FY17 Budget on Program

The adopted budget will:

- Support activities required to meet contractual and compliance obligations to personnel, students and parents.
- Provides for the curriculum study, development and implementation of specialized fundamentals of English/Language Arts, and alternate music and art courses K-12.
- Adds administrator intern in the Special Services Department to lead curriculum and instruction development for students with disabilities and provide technical assistance to special education personnel.

2015/16 Accomplishments

Significant accomplishments during the 2015/16 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 Crisis Prevention Intervention (CPI) to over 500 personnel in preparation for proposed changes in South Dakota Codified Law.
- Researching, training and implementing the fundamentals of music and art curriculum Kindergarten through grade 12.

SPECIAL EDUCATION FUND

Program: Transportation Services

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 1,100 students (early childhood and eligible kindergarten through 12th 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 100 students are transported by taxi or Sioux Falls Paratransit when it is more time or cost efficient.

2016/17 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 FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Specialists	0.50	0.50	\$ 28,845	\$ 29,796	\$ 951
Benefits			9,463	9,800	337
Purchased Services			1,985,235	2,043,426	58,191
Total	0.50	0.50	\$ 2,023,543	\$ 2,083,022	\$ 59,479

Effect of the FY17 Budget on Program

The adopted budget will:

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

2015/16 Accomplishments

Significant accomplishments during the 2015/16 school year included:

- Transporting students, safely, efficiently and on time.

SPECIAL EDUCATION FUND

Program: Central Administration Services

The Sioux Falls School District Special Education Program – serving over 3,700 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, interpreters of the deaf)

2016/17 Objectives

- Lead the study work, training and curriculum writing of the English Language Arts instruction for students with disabilities.
- Begin the study work of Social Studies and Social Skills instruction.
- Implement strategies toward achieving the State Performance Plan accountability targets to assure the Sioux Falls School District “meets the standards” set by the State of South Dakota Department of Education.
- Develop an on-line technical assistance tool for special education personnel regarding procedures.
- Implement the Early Literacy Grant awarded to the SFSD by the South Dakota Department of Education Office of Special Education Programs.

Central Administration Services Budget

BUDGET DATA	FTE FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Administrative Staff	6.50	6.50	\$ 678,182	\$ 703,820	\$ 25,638
Teachers	1.00	0.50	51,912	28,045	(23,867)
Specialists	1.50	1.00	57,385	48,010	(9,375)
Executive Assistants	1.00	1.00	43,549	46,526	2,977
Clerical Staff	5.00	5.00	153,486	163,193	9,707
Teacher Other Hourly			28,785	29,064	279
Classified Other Hourly			5,247	5,613	366
Overtime			265	283	18
Benefits			328,088	329,558	1,470
Purchased Services			27,587	27,587	-
Supplies & Materials			8,418	8,418	-
Dues & Fees			2,100	2,100	-
Total	15.00	14.00	\$ 1,385,004	\$ 1,392,217	\$ 7,213

Effect of the FY17 Budget on Program

The adopted budget will:

- Research, develop and implement English Language Arts curriculum.
- Begin the research of curriculum committees in the Social Studies and Social Skills study.
- Support special education personnel and building leaders in problem-solving individual student cases where a free appropriate public education is in question.
- Update procedures and computer assisted tools to support staff in implementing the IDEIA compliantly.
- Generate revenues and reimbursements within State and Federal required documenting systems.
- Provides research-based literacy instruction to all teachers in grades kindergarten through third grade in cohorts.

2015/16 Accomplishments

Significant accomplishments during the 2015/16 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.
- Enhance technical assistance and training to special education personnel through the addition of the compliance supervisor position.
- Designed a ten-hour early literacy professional development experience for cohorts at four Sioux Falls School District elementary pilot schools with exceptional position feedback from teachers on the effectiveness and assistance it provides to teachers.

SPECIAL EDUCATION FUND

Program: Committed Funds

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 FY16	FTE FY17	Budget FY16	Budget FY17	Increase/ (Decrease) from Prior Year
Early Retirement			\$ 226,218	\$ 228,000	\$ 1,782
Legal Fees			2,000	3,000	1,000
Liability Insurance			45,000	46,350	1,350
Unclassified Expense			5,000	5,000	-
Total	-	-	\$ 278,218	\$ 282,350	\$ 4,132